# DOCUMENT RESUME

ED 051 158 SP 007 212

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|---|---|
| TITLE | Language Arts Guide. Kindergarten-Level Twelve. |
| INSTITUTION | Hazelwood School District, Mo. |
| PUB DATE | 69 |
| NOTE | 145p. |
| EDRS PRICE | EDRS Price MF-$0.65 HC-$6.58 |
| DESCRIPTORS | Creative Writing, *Curriculum Guides, Debate, Dramatics, *Elementary School Curriculum, *English, French, German, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Journalism, Kindergarten, *Language Arts, Latin, Listening, Reading, *Secondary Education, Spanish, Speaking, Writing |

ABSTRACT

GRADES OR AGES: Grade K-12. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has seven sections: 1) listening (K-12); 2) speaking (K-12); 3) reading (K-12); 4) writing (K-12); 5) special areas, including speech, dramatics, debate, creative writing, Latin, Spanish, French, German, journalism, and reading efficiency, for grades 7-12; 6) suggested lesson patterns; and 7) bibliography of suggested professional readings. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Specific objectives stated in terms of student behaviors are listed at the beginning of each unit. A list of suggested activities for helping to achieve the desired student behaviors is given for each unit. The lesson patterns give more detailed examples of activities. INSTRUCTIONAL MATERIALS: Materials and resources are listed for each unit in the sections on special areas and lesson patterns, but not for the other sections. STUDENT ASSESSMENT: Evaluation questions are given for the other units in the section on special areas. Evaluation has been omitted from the other sections as it is intended that the meeting of the listed objectives should serve as a means of evaluation. (MBM)

ED051158

# LANGUAGE ARTS GUIDE

## KINDERGARTEN - LEVEL TWELVE

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HAZELWOOD, MISSOURI
1969 - REVISED

APPROVED BY BOARD OF EDUCATION NOVEMBER 20, 1969

SP007212

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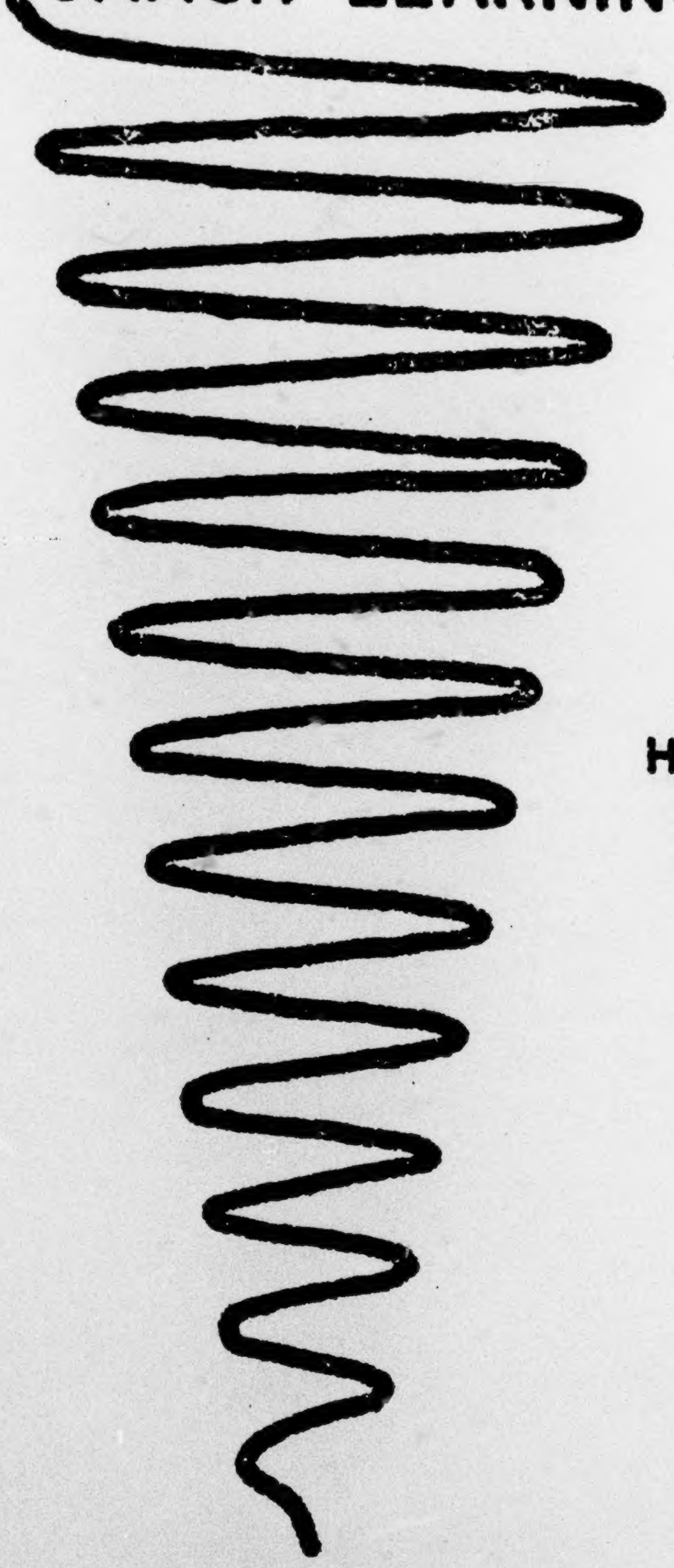
# COMMON LEARNINGS


KINDERGARTEN

HAZELWOOD
SCHOOL
DISTRICT

# PREFACE

These general guidelines are designed to facilitate the learning process which is a continuous development on the part of the learner. With the realization that all do not learn at the same rate, or with the same capability, the teacher must be cognizant of individual differences. To communicate man's heritage from generation to generation and to insure an orderly development of human civilization, there is common knowledge that must be learned by each generation. It is the intention to instill in the very young these common learnings and, in a sequential manner, guide their development through the various levels of learning.

In the broadest sense knowledge may be thought of as those concepts, attitudes, skills, and facts that provide an individual with an understanding of his heritage to the present, and to guide his endeavors in the future. The teaching-learning process will be determined by the knowledge to be learned and the capability of an individual to learn that knowledge.

The teacher is one of the key figures in accomplishing the purpose of the school. Teaching is an art utilized by one individual to influence another individual toward inquiry into, and acquisition of knowledge. Thus, the teacher is a mature, professional individual guiding the learning process to assure maximum growth and development of the individual student.

The other key role in the teaching-learning process is that of the learner. This key person may be conceived as an active participant in processes toward inquiry into, and the acquisition of knowledge. Participation in these processes involves self-responsibility for learning on the part of the individual to the limit of his or her capabilities.

As an individual progresses through the years of formal elementary and secondary education, the knowledge outlined in the guidelines is to be exemplified on various levels. That is, the sequence of instructional and learning activities are aimed at the continuous development of the common threads of learning in depth and breadth on the various levels. The concepts, attitudes, skills, and facts as outlined in the guidelines are to be taught to children within the scope of their understanding throughout the school in grades kindergarten through twelve.

# COMMON THREADS OF LEARNING

## LANGUAGE ARTS

### I. LISTENING

A. Learn to adapt one's self to a listening situation:
   1. Adapt physically
   2. Adapt mentally
   3. Adapt socially

B. Learn to critically observe, analyze, synthesize, assimilate, and react to what is heard:
   1. Recognize a speaker's background as reflected directly or indirectly in his speech
   2. Recognize the speaker's technique of persuasion
   3. Interpret the spoken word
   4. Draw inferences
   5. Evaluate and react in the light of the individual' needs and purposes

C. Learn discriminative and appreciative listening:
   1. Develop auditory discrimination through mass media
   2. Refine auditory perception
   3. Realize aesthetic values through listening

D. Learn to listen to fulfill a purpose:
   1. Adapt to auditory stimuli
   2. Become involved with auditory stimuli

E. Learn to become aware of one's humanitarian obligations

### II. SPEAKING

A. Learn the mechanics of speaking:
   1. Use proper enunciation
   2. Use correct pronunciation
   3. Use inflection
   4. Use modulation
   5. Use tempo
   6. Use voice projection
   7. Use gesticulation

B. Learn to organize one's thoughts before speaking:
   1. Define one's purpose
   2. Determine knowledge about one's purpose
   3. Determine proper sequence of ideas

C. Learn to convey one's thoughts precisely, and/or concisely in accordance with one's purpose:
   1. Select vocabulary
   2. Use muted language
   3. Use proper syntax
   4. Use voice mechanics

D. Learn aesthetic discrimination of self-expression through speaking:
   1. Refine diction
   2. Realize the value of aesthetics for self and others
   3. Choose and/or treat subject

E. Learn to develop adaptability to speaking in various situations:
   1. Use language appropriately
   2. Become sensitive to the audience
   3. Consider the dignity and worth of others
   4. Understand sociological implications in developing adaptability to various speaking situations

F. Learn to become aware of one's humanitarian obligations

## III. READING

A. Learn to interpret what is read:
  1. Critically analyze the printed page
  2. Recognize the author's background as reflected directly or indirectly in his work
  3. Draw inferences
  4. React in the light of one's needs and purposes
  5. Recognize the author's technique of persuasion

B. Learn to select and appreciate what is read--enhancing the individual and society:
  1. Know recognized literary works and their authors
  2. Use a wide variety of types and content
  3. Recognize an author's use of symbolism, figures of speech, and style

C. Learn to maintain a sustained interest in and through reading:
  1. Engage in many varied activities for interest
  2. Realize the value of reading for personal development and self-satisfaction
  3. Develop interest through satisfying experiences in reading

D. Learn the rudiments of reading:
  1. Increase awareness of the fact that mental conceptions can be derived from symbolic representation
  2. Use word recognition skills
  3. Know and use the physical aspects of reading
  4. Use of library resources
  5. Understand structural devices to convey meaning
  6. Use effective study procedures
  7. Develop vocabulary

E. Learn to become aware of one's humanitarian obligations

## IV. WRITING

A. Learn the rudiments of written expression:
  1. Become increasingly aware that one can represent mental conceptions of symbols
  2. Use the physical process of writing
  3. Use structural mechanics
  4. Understand grammatical theory
  5. Become proficient in word usage

B. Learn to evaluate and improve writing through proof-reading, editing, and revising:
  1. Become increasingly aware of the importance of correcting one's mistakes
  2. Recognize the fact that improvement is needed

C. Learn to organize one's thinking before writing:
  1. Define purpose
  2. Select information which adheres to the subject
  3. Determine proper sequence of ideas

D. Learn the aesthetic discrimination of self-expression in writing:
  1. Refine style
  2. Realize the value of aesthetics for self and others
  3. Choose subject and/or treatment of subject

E. Learn to convey thoughts precisely in accordance with one's purpose:
  1. Use the rudiments of written expression
  2. Select appropriate vocabulary
  3. Consider the reader

F. Learn the writing of genre:
  1. Aware of genre in literature
  2. Become aware that the subject helps determine the appropriate type of writing used
  3. Develop felicity in handling various types of writing to suit purpose and subject
  4. Recognize one's innate ability to use genre

G. Learn to become aware of one's humanitarian obligations

## ACKNOWLEDGEMENTS

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In addition to the writing committees listed above, we are indebted to the many administrators and teachers from throughout the Hazelwood School District who offered suggestions, activities, and lesson patterns for the revision of the GUIDE; for these contributions, we are deeply grateful.

• Deceased

# INTRODUCTION

## FOR THE TEACHER USING THIS GUIDE

THE LANGUAGE ARTS GUIDE was developed by a committee of teachers from the Hazelwood School District representing all levels from Kindergarten through Level Twelve. This guide is a revision and extension of the GUIDE developed in 1965. It is intended to be used by teachers throughout the District to coordinate the Language Arts program both vertically and horizontally and to prevent gaps or needless repetition in the development of the communication skills as children progress from Kindergarten through Level Twelve and to insure that each student may terminate Level Twelve with the development of these skills commensurate with his potential.

The GUIDE is not intended to limit nor restrict teachers in the manner in which skills are presented. It is sufficiently flexible to enable the creative and resourceful teacher to work within the framework of the GUIDE in directing the development of basic communication skills. We expect these skills to be taught so that we are all moving in the same direction; i.e., providing the best possible language arts program for the children of our School District, even though our routes toward that destination may vary.

## RATIONALE FOR THE GUIDE

We have attempted to develop a sequence of skills for each area of the language arts: LISTENING, SPEAKING, READING, AND WRITING. As we worked with this sequence, we discovered the difficulty of determining which skills to allocate to specific levels since so many skills are needed at any one level in, for example, writing. Children cannot be expected to learn all the skills they will ever need at any one level; thus, we have designated certain ones in each area to be introduced and thoroughly taught at a particular level. Children should not be held responsible for, nor should they be penalized for, skills which they have not yet been taught.

The GUIDE includes the entire sequence from Kindergarten through Level Twelve for two very definite reasons:

FIRST, we think of the sequence of skills as represented by a "spiral cone" with the point at the Kindergarten Level. This spiral cone broadens to include an increasing number of skills as it ascends and terminates at Level Twelve. Each level of the spiral contributes learnings essential to those at succeeding levels in order to insure that children move progressively from level to level toward communication skills which will make them articulate and literate to the level of their abilities.

We believe that every teacher (Kindergarten through Twelve) should have access to the entire sequence; teachers at the elementary levels need to familiarize themselves with skills for which they are preparing students, and teachers at the secondary levels should be aware of skills which students have been taught as well as, in the case of junior high teachers, of those which will be taught at later secondary levels. The important thing is that all teachers (Kindergarten through Twelve) see the over-all picture of a child progressing from level to level on our "spiral cone" toward the attitudes, appreciations, understandings, and skills which we want him to have when he is graduated from our school. To divide the GUIDE into segments would defeat our purpose and limit our visions to that segment in which we are working. It is hoped that each teacher will consider himself a definite part of the over-all program rather than a teacher of a particular grade level.

SECOND, as teachers we are aware of the fact that students do not all progress at the same rate. A group of students at any one grade level will not all have achieved the same degree of mastery of skills expected at that "grade" level. For this reason, we have used "Level" rather than "Grade" in the sequence of skills. Again the teacher needs access to the entire sequence to determine very early in the school year through diagnostic teaching the level at which both groups and individuals within the group are performing. Plans should then be made to teach students at their level of performance. A teacher at Grade Six, for example, may have students who have not mastered those skills listed at Level Four; these students cannot succeed in skills designated for Level Six. Thus, instruction must be individualized as much as is possible in the self-contained classroom. A teacher who is aware of individual levels of performance in writing, for example, can evaluate student writing on an individual, spiral cone basis rather than on "grade" level expectations. Children can no more all succeed in the same spelling text than they can in the same reading book. The lockstep idea of the same book in the hands of each student results in failure and frustration for some students; in boredom for others. Access to and familiarity with the entire sequence should assist each teacher to find the level of individual performance and to plan a program in language arts which will meet the needs of individuals. The success of our philosophy depends on the degree to which EVERY teacher in the school system follows this procedure.

## ORGANIZATION OF THE GUIDE

The GUIDE is composed of seven sections:

I. Listening (K-12)
II. Speaking (K-12)
III. Reading (K-12)
IV. Writing (K-12)
V. Special Areas which includes Speech, Dramatics, Debate, Creative Writing, Foreign Languages, Journalism, and Reading Efficiency
VI. Suggested Lesson Patterns
VII. Bibliography of Suggested Professional Readings

Although objectives (student behaviors) for developing skills in listening, speaking, reading, and writing must by necessity be listed separately, it goes without saying that they are not taught separately. Few, if any, classroom activities involve only one of these areas; e.g., speaking infers listeners and writing may be the desired outcome of reading or listening. It is for this reason that some objectives are repeated in each of the "-ings" of the communication areas.

In each area the procedure followed is:
1) A brief overview of behaviors to be emphasized at a particular level
2) Specific objectives stated in terms of student behaviors to be taught at this level. (These objectives can serve as means of evaluation by changing them from statements to interrogatives; e.g., change the objective listed at Level Nine-Reading, "To demonstrate the ability to use the library by completing with at least 80% accuracy a library unit of work or a comparable assignment" to "Can the student demonstrate the ability to use the library by completing with at least 80% accuracy a library unit of work or a comparable assignment?" Thus, evaluation has been omitted at each level.)
3) A list of Suggested Activities for helping to achieve the student behaviors listed at a particular level. (Obviously, space does not permit inclusion of an exhaustive list of activities. It is here that the teacher will exercise creativity and resourcefulness in planning activities which will best meet the needs and interests of a particular group. Although teachers are EXPECTED to teach those objectives (student behaviors) listed at specific levels, they are not expected to use all or any of the activities listed; these are "suggested" only.)

## SUGGESTIONS FOR USING THE GUIDE

Each elementary teacher and secondary English teacher should quickly survey the sequence of skills listed at each level in listening, speaking, reading, and writing from Kindergarten through Level Twelve before concentrating on his particular teaching level. This needs to be done as early in the school year as time and pressures permit so that the teacher can get an over-all picture of the entire sequence. After this survey and acquaintance with the sequence, much diagnostic teaching should follow. Two or three brief writing assignments (ungraded) can indicate weaknesses and strengths in students' ability to organize thoughts, to spell, to punctuate, to write sentences, and to write legibly; speaking skills can be evaluated through observation and through brief oral stories or reports; students' listening skills can be evaluated through reaction to directions given orally and through brief planned listening activities followed by tests.

Following these diagnostic lessons, the teacher should find the level at which students are performing and plan accordingly.

FAMILIARITY WITH THE SEQUENCE, DIAGNOSTIC TEACHING, AND PLANNING WITH NEEDS OF STUDENTS WELL IN MIND ARE CRUCIAL TO THE SUCCESS OF THE LANGUAGE ARTS PROGRAM BY BUILDING UPON PREVIOUS LEARNINGS, ELIMINATING TIME-CONSUMING OVER-LAPPING, AND PREVENTING GAPS IN THE DEVELOPMENT OF COMMUNICATION SKILLS.

# LISTENING

## KINDERGARTEN THROUGH LEVEL TWELVE

## KINDERGARTEN LEVEL

Listening has no content of its own but is interwoven in the total readiness program of the Kindergarten. Children's listening habits are directly affected by the teacher's; they are much more apt to develop good listening habits if the teacher sets a good example by listening to them and if she prepares them for listening.

A. Objectives

1. To listen and follow simple directions
2. To listen and recall ideas from a brief story
3. To listen and remember a series of two or three things in sequence
4. To be able to sit quietly for a brief period of time while others speak

B. Suggested Activities

1. Conversational:
   a. Listen to others.
   b. Use conversational toys.
   c. Listen to singular and plural words.
   d. Listen to telling and asking sentences.
2. Appreciational:
   a. Draw or paint pictures in response to a story.
   b. Imitate sounds.
   c. Repeat a fingerplay or simple rhyme.
   d. Listen to teacher read or tell a story.
3. Exploratory:
   a. Listen to a riddle to find a central thought.
   b. Listen to directions for a simple project.
   c. Listen to original stories.
   d. Listen to stories illustrated with materials from the Readiness Kits.

## LEVEL ONE

As the child proceeds through school, the need for listening in all subject areas increases in intensity and requires specific training.

A. Objectives

1. To understand the importance of being a good listener
2. To be able to understand and follow directions given orally
3. To distinguish between the sounds of words--their likenesses and differences--and to rhyming elements of words
4. To enjoy listening to poems, stories, and records both for information and for pleasure

B. Suggested Activities

1. Conversational:
   a. Set up standards for courteous listening.
   b. Tape a one-sided telephone conversation, leaving space on the tape at intervals to allow pupil time to answer.
   c. Listen to identify singular and plural words.
   d. Listen to give a response to an asking sentence.
2. Appreciational:
   a. Make sound effects with rhythm band instruments as the teacher reads a story or poem portraying different kinds of weather or rates of motion (run, walk, skip).
   b. Complete a jingle from a prepared lead.
   c. Listen to a story or poem to identify the emotional reaction of the main character.
   d. Listen to the teacher read a story or poem.
3. Exploratory:
   a. Listen to a group of words to find the word which does not belong to the group.
   b. Carry out a simple experiment after listening to directions only once.
   c. Listen to other children read their original sentences and stories.
   d. Listen to a child's creative story told and illustrated by the use of the flannel board, puppets, or materials from the readiness kits.

## LEVEL TWO

Listening is a vital part of the language program which is developed and practiced during the entire school day to acquire ideas and information and to express thoughts.

A. Objectives

1. To be able to listen in a courteous, purposeful way during discussion and conversation
2. To listen and follow as many as three-step directions
3. To hear likenesses and differences in speech sounds
4. To listen for facts and information as expressed in complete sentences
5. To be able to recall a sequence of events or ideas from a story told by the teacher
6. To listen attentively and appreciatively to stories and poems

B. Suggested Activities

1. Conversational:
    a. Children discuss personal experiences, applying standards of courteous listening.
    b. Practice listening skills in using the telephone.
2. Appreciational:
    a. Pantomine or dramatize spontaneously after listening to a story or poem.
    b. Make a class "hit parade" of television shows.
    c. Listen to poems portraying moods; pick out mood words.
    d. Listen as the teacher reads a story or poem.
3. Exploratory:
    a. Listen to phrases to distinquish between real or make believe.
    b. Listen to and repeat or follow directions that have been given only once.
    c. Listen for sequence in other children's original stories.
    d. Listen to an original puppet show presented by other children.

## LEVEL THREE

The listening program at Level Three is designed to provide continuity and to build on what has gone before. Teachers at this level should check carefully those skills taught at preceding levels and evaluate listening ability of children in the group. Skills listed at K-2 which need further development should be included in listening program at Level Three.

A. Objectives

1. To maintain and refine skills introduced at previous levels
2. To be able to recall specific information from listening
3. To be able to follow a series of oral directions
4. To identify acceptable word usage
5. To distinguish between complete and incomplete sentences in oral reports
6. To recall a sequence of ideas
7. To be able to predict outcomes when listening to stories

B. Suggested Activities

1. Conversational:
    a. Apply standards of courteous listening during an oral report.
    b. Talk to one party on the telephone and report to the second party.
    c. Listen to creative stories of other children and then relate the sequence of events.
    d. Listen to a creative play using puppets and stage prepared by a group of children
2. Appreciational:
    a. Tell or write a different ending for a story that is read or told.
    b. Make pictures to illustrate the poems or stories which were read or told by the children during the story hour.
    c. Listen to a story or poem to identify types of character.
    d. Listen to a child tell a story.
3. Exploratory:
    a. Listen for and identify contradictory or absurd statements.
    b. Listen to and repeat a complex set of instructions.
    c. Listen to determine the agreement of subject and verb.
    d. Listen to identify sentences which give directions or show strong feeling.

## LEVEL FOUR

**Practice on those listening skills listed at the Primary Level should be further practiced at Level Four. Much emphasis should be placed on the need for developing good listening habits.**

**A. Objectives**

1. To demonstrate the ability to listen intently for a period of at least ten minutes by answering correctly (orally or written) questions after listening to the teacher or to a classmate
2. To detect and identify the main idea from what a speaker says
3. To be able to follow four or five-step directions given orally
4. To list the sequence of events in a story read by the teacher

**B. Suggested Activities**

1. Make posters on courteous listening.
2. Outline sequence of events in a radio program.
3. Paint a picture from a poem read by the teacher.
4. Tape recordings of every day speech.
5. Dramatize a story with a make believe television set.
6. Invite a person who has an interesting or unusual hobby to speak to the class.
7. Form a Story-Telling Club.
8. Listen to recordings of stories and poems made by professional readers.
9. Play games that stress listening. (See LISTENING AIDS THROUGH THE GRADES)
10. Write zip codes or telephone numbers after hearing them read.
11. List qualities of a good speaker and a good listener.
12. Use listening programs from Channel 9 which are appropriate and stimulating to the group.
13. Start a sentence that is whispered around the room. Tell how the sentence ends.
14. Tape the spelling occasionally; pronounce each word two times on the tape. Let children know in advance that words will not be repeated.

## LEVEL FIVE

**Level Five listening introduces a wider variety of specific listening purposes.**

**A. Objectives**

1. To be able to follow spoken instructions
2. To be able to recall the major points made by a speaker
3. To be able to detect and list key words used by a speaker
4. To begin to acquire skill in detecting and identifying words that appeal to the senses
5. To become increasingly more critical in listening for emotionally laden words used in propaganda devices
6. To continue to listen for pleasure and for vocabulary enrichment

**B. Suggested Activities**

1. Furnish last word or words to an unfinished sentence.
2. List new and unusual words used by a speaker.
3. List language usage mistakes made by television personalities.
4. Close eyes and imagine a movie as poem is read.
5. Fill blanks with key words while listening to record or tape.
6. Describe scenes or objects after a listening experience.
7. Follow directions on a square dance record.
8. Identify various sounds heard on television or around us.
9. Solve math problems read by teacher.
10. Follow instructions to do three or more things in order given.
11. Enumerate steps in a "how-to" report.
12. List adjectives to describe character after hearing a story.
13. Listen for absurdities in practice statements by speaker.
14. Choose main idea for a paragraph heard.
15. Check sense appealed to as group of sentences is read.

## LEVEL SIX

Level Six listening provides for reaction to a variety of listening situations. Listening should become increasingly more critical as a result of direct teaching of critical listening skills. By Level Six children should be aware of the fact that listening is more than "hearing"; it is an active skill and demands thinking on the part of the listener.

A. Objectives

1. To be able to listen courteously to the opinions of others
2. To be able to follow a group discussion as a participant
3. To question the validity of a speaker's statements
4. To be able to detect a speaker's biased opinion
5. To be able to take simple notes on a brief "lecture" by the teacher by noting key words and major points (These brief "lectures" need to be carefully planned by the teacher.)
6. To be able to use new words learned through listening
7. To continue to listen for enjoyment as well as for information

B. Suggested Activities

1. Note use of vivid expressions in speaker's presentation.
2. List statements to accept or reject speaker's opinion.
3. Imagine a situation in which a character may be placed.
4. Supply additional information on a given topic.
5. Express an opinion on a current topic heard.
6. Contribute solutions by reviewing problems discussed.
7. Listen for words that television or radio announcers SAY DIFFERENT FROM YOU. Record these words. Check each pronunciation in a dictionary.
8. Tape record a presentation and responses.
9. Find and prepare to read a poem rich in music that you think the class will enjoy.
10. Make special announcements over school public address systems.
11. Take part in round table discussions.
12. Make a class hit parade of poems and stories heard over a period of time.
13. List main ideas and key words while listening to a brief "lecture" by the teacher.
14. Make up statements containing false information; read these to the class to see if others can detect misinformation. (Don't make statements too ridiculous; try to make them sound valid.)

## LEVEL SEVEN

Teaching of listening as an important tool of learning is too often neglected in the junior high school. Students should be alerted to the purpose for listening in each activity. Listening skills taught at preceding levels have probably not been mastered; thus, the teacher should refer to them in planning a listening program at Level Seven.

A. Objectives

1. To realize that listening is a prime source of information and entertainment and that listening skills can be improved
2. To refine listening skills previously acquired
3. To be able to listen courteously to others' opinions
4. To be able to follow a speaker's outline and note main ideas
5. To be able to discriminate that which needs intent listening from that which one may "tune out" (Teachers can help students acquire this skill if they establish a purpose for each activity involving listening.)
6. To be able to appreciate listening to a speaker who has a vivid and effective vocabulary and to expand one's own vocabulary through such listening
7. To further develop critical listening skills for the purpose of evaluating what a speaker says

B. Suggested Activities (The following activities relate individually or collectively.)

1. Listen for/and to correct pronunciation of words.
2. Listen to correct speech patterns and recognize acceptable usage.
3. Listen to one's voice for enunciation, expression, and volume.
4. Listen to instructions.
5. Listen to speeches to determine main ideas and to separate fact from opinion.
6. Listen to interpretive reading for pause, tone, and character differentiation.
7. Listen for appreciation of word pictures, rhythm, beauty in good literature.
8. Be an active listener in a discussion.

## LEVEL EIGHT

Improving the listening skills of students at Level Eight requires continuous and concentrated teaching. We can not assume that students can listen but should plan activities aimed specifically at improving their abilities to listen.

A. Objectives

1. To be able to recall and follow a series of three to five directions given orally
2. To be able to judge critically information given by a speaker: the validity of the information and the speaker's intention
3. To further develop the ability to take usable notes while listening to a class discussion or to a lecture
4. To determine beforehand the kind of listening required (informative, critical, or aesthetic) and to be able to adjust to the purpose
5. To be able to listen courteously to the opinions of others even though one does not agree yet evaluate the validity of what one hears (Recognize one's own prejudices in this evaluation.)

B. Suggested Activities

1. Listen for enunciation of the beginning and ending of words.
2. Listen for enunciation, pronunciation, and word usage of other students for the purpose of constructive criticism.
3. Listen to oral reports and written assignments of classmates to discover the main ideas of each report and writing, and the techniques used to make the meaning clear.
4. Listen to class discussions for the purpose of writing summaries.
5. Listen to readings for the purpose of understanding and appreciating good literature.

## LEVEL NINE

By the time students reach Level Nine, they should be fully aware of the importance of good listening habits and should understand that everyone's listening can be improved. Even though most listening skills have been introduced before Level Nine, direct teaching must be continued to further develop and refine these skills. Thus, teachers should refer to skills introduced at preceding levels and continue to plan activities to refine them. Considering the importance of listening as a tool for learning, and the difficulty of teaching listening skills (many students, as well as adults, are poor listeners), this area of the language arts should not be neglected.

A. Objectives

1. To be able to take notes from a discussion or speech which demonstrate the ability to differentiate between the main points and minor details
2. To be able to critically evaluate what a speaker says by determining whether or not the information is correct, the speaker is open-minded or biased, and the speech is logical
3. To indicate further development in the ability to follow specific directions. (A teacher can help students develop this skill by refraining from habitually repeating directions more than two times--students soon learn if they do not "hear" directions the first time, they will be repeated again and again.)
4. To demonstrate the ability to adjust to various kinds of listening--informative, critical, aesthetic--by reacting according to purpose

B. Suggested Activities

1. Listen to one's own and classmates' speech for the purpose of improving speaking practices with use of a class prepared rating sheet.
2. Listen in order to take notes of vivid wording and/or figurative language.
3. Listen to directions, assignments, and instructions in order to save time and avoid mistakes.
4. Listen and take notes to gain facts from oral presentations.
5. Listen to writings of classmates and professional writers for enjoyment and appreciation.
6. Give directions orally for reaching some difinite place in the county or city. Other students listen and guess the destination (intergrates listening and speaking).

## LEVEL TEN

Although all listening skills have been introduced by Level Ten, they have probably not been mastered. Thus, the teacher should refer to skills which have been stressed at preceding levels and identify, through observation and planned listening activities early in the school year, those skills in which both individuals and groups are weak. Students at Level Ten will especially need increased skill in listening to take usable notes and in critical listening skills.

A. Objectives

1. To be able to differentiate between facts, opinions, propaganda, bias, and fallacious reasoning in listening situations by writing reactions to political speeches, television and radio commercials, and to oral reports given by other students
2. To demonstrate by taking notes as well as by oral discussion following a lecture the ability to:
    a. Follow a sequence of ideas
    b. Recognize transitions
    c. Identify main ideas
    d. Detect generalizations
3. To be able to detect and identify pronunciation of words, dialects, and usage patterns which differ from one's own
4. To demonstrate the ability to react according to the purpose for listening (This necessitates recognition of purpose before listening.)
5. To demonstrate an awareness of the fact that listening is an active process and that the listener must bring something of himself to listening; e.g., prior knowledge, interest, enthusiasm

B. Suggested Activities

1. Planned classroom listening experiences:
    a. Student evaluation of other students' oral presentations according to standards previously set up by the class
    b. Play-backs of taped discussions
    c. Play-backs of oral readings of literary selections followed by group evaluation
    d. Student panels which require discriminative listening in order to follow essential points
    e. Choral reading presentations which are planned, presented, and evaluated by the students
    f. Take notes on frequent brief, well-planned lecture by the teacher. (These lectures should include from three to five main points, contain purposeful key-words, and be organized to make taking notes without too much difficulty--see manual to SRA Reading Lab. III.)
    g. Occasional, well-prepared reading of poetry and/or prose by the teacher with specific listening purposes established beforehand
    h. Group listening to recordings of prose and/or poetry readings appropriate to Level Ten
    i. Class discussion centering on discovering pertinent facts, development of ideas, and constructive criticism of method of presentation by the speaker as a follow-up of an assembly program
    j. Critical listening as a requirement in ALL learning situations:
        1) Taped procedure for a paper, project, or daily assignment to be heard only ONCE
        2) Oral quizzes of the objective type
        3) Dictated sentences for spelling and vocabulary-building exercises
2. Planned individual listening experiences:
    a. Reports on assigned programs from the mass media of communication
    b. Reports on personal choices from the mass media of communication
    c. Individual performances on tape for the purpose of self-improvement through critical listening
    d. Notes and outlines organized and written while listening to a lecture, speech, debate, or panel discussion
    e. Record or journal of impressions recorded at random while listening to musical selections on tape or records: jazz, "mood" music, classical, etc.; (creative listening)

## LEVEL ELEVEN

At Level Eleven listening skills taught at preceding levels should be refined. Students should by this level be aware of the importance of purposeful, discriminatory, critical, and creative listening, but specific activities should be planned by the teacher to help students maintain and refine these skills.

A. Objectives

1. To demonstrate ability to listen with the idea of organizing material for specific purposes such as notetaking, oral reports, or written tests
2. To be able to outline the main points and details of a speech or lecture; to identify key words and transitional words
3. To be able to write a brief summary of a lecture indicating the ability to detect fallacious reasoning or illogical thinking
4. To be able to react with pleasure to aesthetic listening experiences; e.g., poetry or drama
5. To be able to identify dialects and relate them to literature studied

B. Suggested Activities

1. Planned classroom listening experiences:
    a. Activities introduced at Level Ten to be continued and expanded according to teacher's judgment
    b. Play-backs of taped discussion, speeches, and reports
    c. Play-backs of oral readings from prose, poetry, and drama
    d. Frequent notetaking practice from well-planned lectures on factual material
    e. Group listening of tapes and recordings appropriate to Level Eleven followed by oral or written critical evaluation
    f. Group and panel discussions which require critical listening
    g. Group viewing of films in which students are required to listen critically and to write critiques
2. Planned individual listening experiences:
    a. Activities introduced at Level Ten to be continued
    b. Discussions on specific programs from television and radio
    c. Opportunities for experiences in parliamentary procedure (as related to speaking opportunities in parliamentary procedure)

## LEVEL TWELVE

Students at Level Twelve will have been introduced to all listening skills--a process which began at Kindergarten Level; however, many will still be poor listeners. A teacher at Level Twelve should refer to preceding levels and through planned activities determine those skills which need further development; these may range from simply listening to follow directions to mature critical listening skills. Students should have much practice and many opportunities to demonstrate all listening skills. Constant attention to and insistence on use of these skills must be a part of an intergrated program of language arts.

A. Objectives

1. To be able to demonstrate ability in all listening skills introduced at preceding levels through oral and/or written activities
2. To be able to write analyses of panels, symposia, and discussion listened to
3. To be able to identify and detect propanganda devices
4. To be able to take usable notes which include main ideas and important details

B. Suggested Activities

1. Activities introduced at Level Ten and Level Eleven to be continued and expanded according to student need and teacher judgment
2. Group and panel discussions which require careful and critical listening
3. Group listening and evaluation of assigned interviews, panels, symposia, or discussions from television and/or radio (such as "Meet the Press")
4. Notetaking practices using classroom films, tapes, and recordings as well as lectures and short reports.
5. Group listening to tapes and recordings appropriate to Level Twelve literary work and followed by oral or written evaluations
6. Choice of student to record news article on tape--use different students to record different articles of interest--creates class as well as individual interest
7. Use of news article on tape followed by accompanying editorial cartoon flashed on overhead and discussion of the relation between the two
8. Advertising campaign in which each student creates and produces his own product and the one-two minute advertisement for his product. Students listening to each advertisement are asked to listen for the different devices the speaker uses, as well as to evaluate the content.

# SPEAKING

## KINDERGARTEN THROUGH LEVEL TWELVE

## KINDERGARTEN LEVEL

Oral expression predominates at Kindergarten Level. Major emphasis is on helping the child communicate his thoughts.

### A. Objectives

1. To speak so that one can be heard and understood (excluding, of course, youngsters who have speech defects)
2. To express thoughts in four to five sentences
3. To keep to the point of a discussion
4. To learn the use of courteous expressions
5. To begin to learn to take turns in speaking
6. To begin to understand the relation between speaking and listening

### B. Suggested Activities

1. Group discussions:
    - a. Participate in a time of sharing.
    - b. Make plans for a field trip.
    - c. Take part in group discussion concerning the day's activities at the beginning of the session.
    - d. Take part of group discussion concerning the day' activities at the close of the session.
    - e. Participate in talking about the things seen on field trips.
2. Audience situation:
    - a. Learn finger plays and jingles.
    - b. Plan and present dramatizations of Mother Goose rhymes or favorite stories.
    - c. Participate in role playing impersonating firemen, storekeeper, nurse, etc.
    - d. Encourage children to tell about something using puppets, flannel board figures, or other media.
    - e. Discuss the need for courteous listening while others are speaking.

## LEVEL ONE

Oral expression predominates over written expression at Level One. The child should be developing his ability to think independently and to organize his ideas so that he can communicate his thoughts to a listener. Children should be impressed with the fact that speaking and listening are the beginning and the end of communicating--one is essential to the other.

Caution and tact should be used in correcting non-standard usage patterns in children's speaking. Too much criticism at this level can discourage a child so that he hesitates or refrains from speaking because he fears correction. The example set by the teacher is most important in helping a child to standard usage.

### A. Objectives

1. To demonstrate through responses during a group discussion or telling of an experience the ability to speak in sentences which keep to the point and follow a logical sequence of events
2. To indicate through speaking the ability to make correctly all sounds (excluding children who need speech correction)
3. To be able to speak audibly so that all can hear (this is a difficult objective to achieve and one which teachers at all levels must stress; so minimum expectation can be achieved at Level One)
4. To be able to tell a familiar story; e.g., "The Three Bears", with expression--changing tone of voice when "talking" for each character
5. To learn the importance of using courteous expressions; e.g., thank you, please, etc.
6. To know that one must take turns in speaking both in small and large group discussions and that one must listen while others speak

### B. Suggested Activities

1. Group discussions:
    - a. Participate in group expressions of thought for experience charts.
    - b. Make plans for a party.
    - c. Discuss the plans for the day's activities.
    - d. Help evaluate the day's activities.
2. Audience situations:
    - a. Give directions to the class for a new game (a listening activity for others ingroup.
    - b. Participate in role playing to dramatize story characters.
    - c. Use hand puppets in dramatization.
    - d. Tell about the construction of a creative object.
    - e. Tell of an exciting experience in which the events are told in proper sequence.

## LEVEL TWO

Oral expressions at Level Two is a gradual expansion of speaking experiences gained at the preceding levels. The teacher should refer to the objectives of these levels because all children will not have mastered them; thus, they continue to be objectives at Level Two, nor can we expect complete mastery of these skills at Level Two.

Children with non-standard usage patterns should not be embarrassed before the group. Correction must be done very tactfully and subtly; the teacher at this level should be more concerned with ideas the child has expressed than his usage pattern. The teacher's example is more effective than constant "nagging".

A. Objectives

1. To demonstrate further development in all objectives listed for Kindergarten and Level One
2. To be able to make a few statements about a topic of interest
3. To demonstrate the ability to give directions; e.g., --playing a game, making a simple object, etc. in logical order so that listeners can follow directions (also involves listening skill)
4. To be able to tell a story or a personal experience that will hold the interest of the group; this is, one which follows logical sequence, is told with expression, and is audible to listeners (The evaluation of this ability is in the reaction of the group; did they listen and enjoy the story or experience?)

B. Suggested Activities

1. Group discussion:
    a. Share out-of school experiences, interest, hobbies.
    b. Discuss correct behavior at a special event.
    c. Discuss ideas relating to daily projects.
    d. Evaluate daily projects.
2. Audience situations:
    a. Retell a story to the class using flannelgraph, puppets, or other media.
    b. Use a room microphone for announcements and "make-believe" broadcasts.
    c. Use role playing to introduce interesting characters in books.
    d. Report on the construction of a creative project.
    e. Plan and participate in choral reading of favorite poems.
    f. After a story telling activity, discuss why some stories told were more enjoyable than others. (Bring out points in Objective 4)

## LEVEL THREE

Oral expression at Level Three is a continuation of development of objectives at preceding levels; thus, it is necessary that the teacher refer to these objectives and evaluate the progress of individual students in those skills which have been introduced. The speaking program should then be planned on the basis of this evaluation.

The child should be progressing in ability to organize his thoughts, to speak clearly, and to gain more poise and self-confidence in speaking activities.

Some attention should be given to a few of the most common and most objectionable non-standard usage patterns through ORAL drill. It is better to concentrate on a few rather than try to change all. Changing usage problems is difficult; the child must "hear" the standard pattern and respond orally many, many times. No amount of written practice will change his habitual oral pattern.

A. Objectives

1. To demonstrate progress in skills outlined in objectives for preceding levels in all speaking situations
2. To indicate an awareness of differences in usage patterns and to learn to use the standard pattern for those selected by the group (the teacher should help students list those to be learned)
3. To be able to make brief reports on topics of interest by the use of an interesting, "listener" catching first sentence and a "clinching" ending sentence

B. Suggested Activities

1. Group discussion:
    a. Share experiences about books after a free reading period.
    b. Pre-plan committee work.
    c. Exchange constructive ideas about the daily schedule.
    d. Evaluate the events of the daily schedule.

e. Make a list (with the teacher's help) of from eight to ten usage patterns which need to be changed. (Posters can be made of the standard usage patterns selected and placed in a conspicuous place in the classroom) See, saw, seen; do, did, done; go, went, gone will probably be among those most needed.

2. Audience situations:
   a. Participate in choral speaking.
   b. Present a television program.
   c. Impersonate a story character and present a program before a group.
   d. Report about a creative project outlining the steps used during construction.
   e. Plan and present a puppet show from a favorite story or an imaginary one--this would involve selecting the dialogue, making puppets, choosing characters, and preparing scenery.

## LEVEL FOUR

Teachers at Level Four need to refer to the objectives listed at preceding levels and, after diagnosing weaknesses of individuals and groups, plan a definite speech program to strengthen weaknesses found in the progress of students in speaking skills outlined in the objectives listed at the primary levels.

Attention should be given to changing the most offensive non-standard usage patterns. These will no doubt be in the use of irregular verbs; e.g., saw, did, rang, ran, knew, etc. Students should not be made ashamed of their non-standard patterns but rather encouraged to accept the standard usage patterns as that to be used in the classroom. Change in usage patterns is a slow process and requires much oral practice. As at Level Three, concentrating on a few most common non-standard patterns will be more effective than trying to correct all. Those usage patterns chosen for concentrated effort will vary with different groups and should be selected by the group and all made aware of those which will receive concentrated effort.

A. Objectives

1. To demonstrate the ability to speak clearly and audibly in a conversation and/or discussion; to respect the rights of others to speak, and to indicate a willingness to listen as others speak
2. To indicate a growth in vocabulary by using new words (both action and descriptive) in relating experiences and in giving reports
3. To demonstrate the ability in all classroom speaking to use standard usage patterns for those selected by the group to change
4. To use the dictionary to learn the correct pronunciation for unfamiliar words

B. Suggested Activities

1. List distracting mannerisms made by other students.
2. Plan a good beginning sentence for a topic under discussion.
3. List action words from own story. (oral)
4. Use tape to record original poems to be played back to class to note pleasant manner of presentation.
5. Present a play to a younger group.
6. Note how an outside speaker shows courtesy to the listener.
7. Present a telephone conversation.
8. Make impromptu speeches.
9. Talk about a book in small group situations.
10. List subjects suitable to family dinner conversation or other situations.
11. Discussions of current events
12. Present a puppet show to other groups.
13. Prepare a list of standard usage patterns to be learned; keep these in a prominent place in the classroom.
14. Oral book reports in which child dramatizes a brief scene from the book (He may be one, two, three, or more characters as shown by change in voice, position, or posture.)
15. Story train--one person begins story as he marches around the room. The person he taps must continue the story, and so on until all children are on the train and the story has a definite ending.
16. Because children have difficulty expressing emotions in words other than happy or sad, have them list as many feelings as they can and then select five to ten to illustrate with drawings of facial expressions.
17. Word bubbles--give class a word, see how many synonyms they can "blow". These can be placed on display.
18. Using a favorite story, have a group write a play, then have them tape the play. It can be put on as a puppet show, using the tape. Hands are free to work puppets so children can give their entire attention to their puppets.

## LEVEL FIVE

In addition to continued development of speaking skills listed at preceding levels (to which a teacher should refer and evaluate performance of students on the basis of these skills), speaking in class discussions is emphasized. Again students should be impressed with the relationship between speaking and listening. Changing usage patterns to standard, acceptable ones for the classroom will continue to demand planned, oral practice. The positive approach should continue to be used.

### A. Objectives

1. To demonstrate through speaking activities, both informal and formal, that progress has been made in those objectives of preceding levels
2. To be able to courteously indicate disagreement with another speaker in a class discussion
3. To be able to project one's voice appropriately in a class discussion so that all participants can hear what is spoken
4. To be able to keep to the subject (involves listening) by understanding what the topic of discussion is, by asking questions which are pertinent to the topic, and by contributing ideas to develop the topic
5. To indicate that one is aware of levels of usage and can adjust to acceptable usage patterns in all classroom activities which require speaking

### B. Suggested Activities

1. Emphasize phrasing and value of pauses through choral speaking.
2. Judge fellow students on voice projection.
3. Raise hand when a redundancy is heard during practice periods.
4. Prepare posters on "What a Good Speaker Does".
5. Emphasize various words in a sentence to change meaning.
6. Use tape recorder to hear one's own voice.
7. Use simple, basic parliamentary procedure in conducting club meetings.
8. Practice introductions.
9. Participate in committee discussions.
10. Answer orally questions which require choosing acceptable form of irregular verbs.
11. Discuss speech often found in pioneer stories.
12. Give concise, precise directions to a location.
13. List most troublesome usage problems (teacher guided to include those most obvious by individuals within group); make a poster giving the acceptable pattern and place in a prominent place for reference. Such a list will no doubt include the following:
    a. Use of double negative
    b. Irregular verbs
        sit sat sat
        set set set
        run ran run
        know, knew, known
        throw, threw, thrown
        write, wrote, written
        break, broke, broken
        give, gave, given
        ring, rang, rung
        go, went, gone
        do, did, done
    c. Pronouns
        I, me
        they, them
        we, us
        he, him
        she, her

    Practive these orally by having one student ask a question such as, "where did you go yesterday?" to be answered by another student, "I went to school yesterday." The teacher may prepare a tape asking questions in one tense, leaving a space for student's answer which must be the same verb in another tense. These tapes can be used individually or by groups using headphones. Whatever plan is used, a student must "hear" himself use the acceptable pattern many times in order to accept the sound of the pattern which is different from his habitual pattern. This cannot be accomplished by filling blanks on a worksheet or in a workbook!

## LEVEL SIX

Students at Level Six who have been introduced to the speaking skills listed at previous levels (the teacher should refer to these) should be able to communicate their thoughts in an effective and understandable manner; however, we cannot assume that they can. Thus, continued efforts must be made through a planned meaningful program in speaking. In addition to those skills which need further development, students at this level are introduced to skills needed for more formal reports. Again listening skills are a definite part of the speaking program.

### A. Objectives

1. To indicate through speaking activities that the basic skills introduced at preceding levels are becoming more refined
2. To demonstrate through oral reports in all subject areas that the report has been planned in terms of main ideas and supporting details

3. To demonstrate in oral reports an adequate and appropriate vocabulary so that communication with listeners will result; e.g., vivid and descriptive words, precise words to convey meaning, technical words for a particular content area, etc.
4. To hold the attention of listeners in oral reports by speaking audibly and distinctly, adjusting volume of voice to size of room and group, varying tone and rate of speech for emphasis, and maintaining eye contact with listeners (This objective can be evaluated by the reaction of the listeners.)
5. To maintain standard classroom usage patterns practiced at preceding levels as indicated through speaking and to add others to be practiced orally (The secret of changing usage patterns is in changing the ATTITUDES of students; "nagging" and constant correction tends to discourage and inhibit the child who habitually uses the non-standard pattern.) Guiding the students to desire to change habits is a difficult and sometimes discouraging task. Perhaps the most effective method is to convince them that there are varieties of usage rather than a "correct" or "incorrect" pattern; that the occasion determines the variety to be used. Using this approach may help to motivate those with non-standard patterns to add a pattern of usage which is acceptable in the classroom even though they continue to use the non-standard on the playground and at home--if that is the pattern used by other members of the family.)

B. Suggested Activities

1. Use of pleasant voice, good posture, and distinct enunciation
2. Participate in class discussions, group and committee meetings.
3. Emphasize particular statements with tone of voice and adequate gestures.
4. Use outline in preparation of oral reports.
5. Supplement outline with pictures, clippings, graphs, etc.
6. Plan an interview.
7. Present an amusing anecdote or incident to the group.
8. Challenge a student or students to open forum discussions.
9. Note differences of speech in colloguial expressions and dialect.
10. Participate in panel discussions and debates.
11. Pretend to be a famous person and tell exciting things about your life.
12. Discuss persuasive words used by salesmen and office seekers.
13. Express personal opinions and substantiate them with documental sources.
14. Give a demonstration talk on how to build or create something.
15. Make a list of troublesome usage problems which are most commonly observed by individuals within the group. (Preparing the list will, of course, be guided by the teacher who through listening to students will have identified the most common non-standard usage patterns.) In addition to those listed at Level Five (see Level Five, B. 13), the following will probably be needed:
    blow, blew, blown
    lie, lay, lain
    steal, stole, stolen
    lay, laid, laid
    fly, flew, flown
    teach, learn
    speak, spoke, spoken
    (others as needed by group)
    Those usage patterns to be stressed should be posted in a prominent place in the classroom and much oral practice planned for their use. Learning to conjugate verbs will not change usage habits; the standard pattern must be "heard" and "repeated" by the student many times.

## LEVEL SEVEN

Speaking at Level Seven should reflect results of acquiring skills taught at preceding level (these should be checked by the teacher). The fact that students have had much practice on troublesome usage patterns does not guarantee that all have mastered the standard pattern; much oral practice must continue at Level Seven.

The aim at this level should be to assist students in organizing their thoughts before speaking so that they are better able to communicate orally.

A. Objectives

1. To continue to indicate refinement in speaking skills introduced and practiced in preceding levels (The teacher must be familiar with these skills and should diagnose and evaluate individual levels of achievement before planning a program for speaking at Level Seven.)
2. To indicate in speaking activities that thoughts have been organized to accomplish a definite purpose: to inform, to persuade, to make oral book reviews, or to entertain
3. To accept the fact that standard usage is appropriate for the classroom and to use the standard usage patterns practiced at preceding levels (see Suggested Activity 6)
4. To use new words learned through listening and reading to enrich one's vocabulary to make speaking both informal and formal more effective (This does not mean "big words" to show off but a variety of synonyms and antonyms, descriptive words, and active verbs.)
5. To speak audibly and distinctly in all speaking activities so that listeners can hear and understand what is spoken

B. Suggested Activities

1. Discussions
    a. Formal
    b. Informal
2. Oral reading of both prose and poetry
3. Oral reports and book reviews
4. Panel discussions by students who have read the same book or works by the same author
5. Oral practice on troublesome usage patterns (see Suggested Activities for Levels Five and Six)
6. Make a group analysis of speaking needs of the class and set up standards of achievement. (Although teacher guided, this is more effective if it is a group activity rather than a set of standards imposed on the group by the teacher.)

## LEVEL EIGHT

Skills introduced and practiced at preceding levels will need further development and refinement; thus, the teacher should refer to them early in the school year, evaluate individual performance on these skills, and plan a definite speaking program on the basis of student performances.

Emphasis at Level Eight should be given to improving tone qualities of the voice, to diction, enunciation, and pronunciation through planned speaking activities as well as to such informal activities as answering questions in classroom activities.

A. Objectives

1. To continue practicing those skills introduced at preceding levels which have not been mastered and indicate through speaking activities progress toward mastery
2. To demonstrate through oral reading or reporting the ability to speak in a well modulated voice using the proper pitch, inflection, and tone quality to be pleasing to listeners and to accomplish one's purpose for speaking
3. To give an oral book review which explains the author's purpose; i.e., the main issues or theme rather than to "rehash" to plot of the book
4. To indicate in speaking activities a discriminate choice of words appropriate for a particular type of activity; formal or informal

B. Suggested Activities

1. Discussion:
    a. Formal (prepared panel)
    b. Informal (spontaneous)
2. Oral reading
3. Oral reports and reviews
4. Description of places and persons using vivid, precise, and colorful vocabulary
5. Summarization of reading and listening activities
6. Memorization of favorite poems or passages from literary works
7. Make a group evaluation of speaking weaknesses; prepare a let of standards to be achieved; make periodic checks to see if progress is being made. (Again this should be teacher directed but not teacher dictated.)

## LEVEL NINE

Students at Level Nine should have developed to a minimum degree and to the level of their ability the skills necessary to communicate their thoughts orally. Plans should be made to provide varied experiences in speaking so that the skills can be improved. Teachers at this level should refer to skills introduced and practiced at preceding levels.

A. Objectives

1. To perform speaking skills introduced at preceding levels with a minimum degree of mastery (These will continue to be practiced in succeeding levels.)
2. To recognize and use standard usage patterns in ALL classroom speaking activities (Much oral drill may continue to be needed by individuals on usage patterns practiced at preceding levels.)
3. To dramatize passages of dialogue in fiction in such a way that understanding of characters is indicated
4. To detect and identify dialects of different areas of the country through listening to others' speech and through reading; e.g., HUCKLEBERRY FINN
5. To demonstrate the ability to hold the interest of listeners in making oral reports or book reviews
6. To know and use the basic parliamentary rules for conducting or participating in business meetings

B. Suggested Activities

1. Social conversation:
   a. Formal (introductions)
   b. Informal (peer group conversations)
2. Discussions:
   a. Formal (debates, panel discussions, oral reports)
   b. Informal (spontaneous classroom discussion)
3. Social courtesies:
   a. Introductions
   b. Oral social amenities
   c. Giving directions
4. Conduct interviews:
   A student may interview another student (employer) for a summer job.
5. Parliamentary procedure:
   a. Robert's Rules of Order
   b. Officers (duties of)
   c. Conduct business meeting
6. Summarize a lecture, a book, or magazine article.
7. Read orally from stories and poems following preparation.
8. Dramatize stories, poems, and plays.
9. Give speeches:
   a. Tape recorders
   b. Correct speech errors
10. Give sales talks to persuade listeners to purchase some product; other members of group list reasons why they would not purchase the product on the basis of the sales talk.
11. Describe varieties of art:
    a. Personalities
    b. Places
    c. Pets
12. Individual oral practice on troublesome usage patterns. This should be an individual activity since all students in the group will not need the practice. To be effective in changing patterns, it must be oral practice; filling blanks on a worksheet will not change the students' usage patterns. They may KNOW the acceptable form but habitually use the non-standard. Attitude has much to do with changing the pattern. It is hoped that the positive rather than negative approach has been used in preceding levels and will continue to be used so that students do not develop unwholesome attitudes and refuse to change usage patterns. Recognition of varieties of usage and appropriateness of varieties by students will accomplish more than constant correction and criticism.

    Tapes prepared by teachers on which questions are asked, spaces left for student oral response in another tense of troublesome verbs, then acceptable form given by the teacher can be used with individual or small groups using headphones making this practice an individual project for those who need it; thus, an entire group is not subjected to practice which they do not need. (Each teacher might prepare a tape providing practice on perhaps four specific troublesome usage patterns; these could be kept in office of department chairman and checked out by the teachers as needed.)

## LEVEL TEN

Students will reach Level Ten with varying individual degrees of mastery in all speaking skills introduced at preceding levels. The teacher should become familiar with those skills and through both formal and informal speaking situations rate the performance of individual students. Emphasis at Level Ten should be on refining all speaking since few if any new ones will be introduced. Much guidance will be needed to help students to become more articulate, to further develop their ability to express thoughts aloud in an organized manner, and to encourage students to desire to improve speaking skills.

A. Objectives

1. To indicate through ALL classroom speaking activities the ability to speak in sufficiently audible and distinct tones to be heard and understood by other members of the class
2. To be able to express ideas in appropriate, exact, and vivid language
3. To make an oral presentation which indicates organization of thought; authenticity of facts; and responsibility which listeners may expect; i.e., logical organization which can be followed, vocabulary suitable to listeners, reasonable length to permit intent listening
4. To know that varieties of usage do exist but to use that variety which is appropriate for the classroom in all speaking activities

### B. Suggested Activities

1. Planned group speaking experiences:
    a. Analysis of speaking needs of group and standards set up by the class for improvement
    b. Student panels which require preparation, cooperation, and participation to achieve a common purpose
    c. Tapes of group discussions, panels, "buzz sessions", choral readings, prose and poetry readings, and dramatic production for evaluation; re-tape to correct weaknesses
    d. Participation in informal and group discussions involving group techniques and methods of direction cooperative thinking
    e. Informal play reading and classroom dramatization
    f. Choral speaking activities
    g. Social drama for improved insight and understanding of various points of view
    h. Class prepared chart to be used in a self-survey of attainments in speech habits
2. Planned individual speech experiences:
    a. Individual lists of errors in usage and check sheet for self-evaluation kept in notebook (See Suggested Activity 12, Level Nine-Page14)
    b. Individual speaking practice:
        1) Announcements
        2) Oral reports from individual research and reading
        3) Requests for directions and information
        4) Instructions for following directions
        5) Interviews and conferences
        6) Introductions: family members, friends, fellow students, and speakers
        7) Personal experiences
        8) Oral presentation of prose and poetry selections
        9) Informal play reading
        10) Member of panel or group discussion

## LEVEL ELEVEN

At Level Eleven emphasis should be placed on organizing thoughts before speaking. Adherence to accepted speech patterns and amenities of speech in both formal and informal speaking should be required since these skills have all been introduced and practiced at preceding levels. The teacher should refer to these levels and begin the year with evaluation of individual speech habits after which the speaking program is planned.

### A. Objectives

1. No new skills are introduced at this level; thus, those listed at Level Ten are also objectives at Level Eleven (See Objectives, Page14). Students should be aware of these objectives and have many guided opportunities to refine and further develop them to the level of individual abilities
2. Audible and distinct speaking in classroom situations should by this time have become habitual and should be required. Much emphasis at Level Eleven should be placed on organizing before speaking effective presentation (evaluated on reaction of listeners), diction, and truth and validity of statements in formal speaking activities as well as in classroom participation.

### B. Suggested Activities

1. Planned group speaking experiences:
    a. Analysis of speaking needs of the group and standards set up by the class for improvement
    b. Panel discussions on topics pertinent to material designated for Level Eleven
    c. Participation in both small and large discussion groups which avoid the pitfalls of discussion
    d. Occasional organized class activities which follow parliamentary procedure
    e. Experiments in American dialects which emphasize character portrayal and geographical/cultural backgrounds
2. Planned individual speech experiences:
    a. Individual lists of errors in usage and check sheet for self-evaluation (See Suggested Activity, Level Nine, Page14)
    b. Individual speaking practices:
        1) Oral reports
        2) Extended definitions
        3) Parliamentary procedure
        4) Explanation of a process
        5) Persuasion to a point of view through logical reasoning
        6) Persuasion to a point of view through emotional appeals
        7) Condensed statements of the central idea as found in reading and speaking
        8) Experiements with voice placement, inflection, and body movements
        9) Practice phrasing in oral reading to secure different effects

## LEVEL TWELVE

Level Twelve culminates the sequence by constant insistence on all speaking skills stressed at previous levels. Teachers at this level should become familiar with what has been attempted at preceding levels and, through the use of a check sheet, evaluate individual speaking performance on the basis of this. Specific plans should then be made for activities which will help students to overcome weaknesses and to refine their speaking skills to the level of individual potential.

### A. Objectives

1. The chief objective at Level Twelve is to demonstrate through ALL speaking activities that the skills introduced and practiced at preceding levels have been mastered to the level of students' abilities. (Although all students at this level will not display the same degree of performance they should terminate Level Twelve sufficiently articulate to be able to communicate their thoughts in an organized, logical, and audible manner.)
2. To indicate in all classroom speaking activities knowledge of and habitual use of standard usage patterns with the realization that non-standard patterns will be a handicap in both social and business situations
3. To know and demonstrate that a speaker has the responsibility for accuracy of information and for correctly documenting information borrowed from others (as in writing) in statements of opinions and ideas

### B. Suggested Activities

1. Planned group speaking activities:
   a. Analysis of speaking weaknesses of the group and a cooperative class criteria for all speech situations in the classroom
   b. Informal group discussions based on literature, outside reading, radio and television programs, movies, current events, and personal problems
   c. Round-table or panel discussions to present different points of view about literature or issues of current interest to the class in which students must:
      1) Practice social amenities in informal discussion.
      2) Adhere to the conversations of planned discussion.
      3) Control one's emotional responses to differences of opinion.
      4) Acquire a background of relevant information before speaking.
      5) Express one's ideas clearly and persuasively.
      6) Observe standards of acceptable English structure and usage.
   d. Practice correct parliamentary procedure by having students:
      1) Practice the roles of the various officers elected or appointed to conduct different types of meetings.
      2) Deliver committee reports.
      3) State motions.
      4) Recognize the right of others to speak.
2. Planned individual speech activities:
   a. Constant self-evaluation of items listed on individual list of errors or pronunciation, diction, usage, etc. (See Objective 12, Level Nine, Page
   b. Interviewing--using real or simulated situations that students have faced or will face, such as finding speakers for a program, applying for a position, interviewing guest of the school
   c. Give directions to another student or to a guest about school regulations, fire drills, cafeteria procedures, use of materials.
   d. Explain how to make or do something.
   e. Define clearly and exactly the vocabulary from reading and other language experiences and technical terms from literature and other school subjects.
   f. State reasons for certain procedures or lines of reasoning or conclusions, using current events, editorials, controversial passages in literature or history or personal problems.
   g. Sustain a point of argument by illustrating through the use of appropriate selections from a text.
   h. Give movie reviews, book reviews, criticisms of radio and television programs or movies.
   i. Summarize effectively by throwing the weight of evidence on the major point or two to be retained or stressed.
   j. Describe a person, place, or incident to create a single impression or mood.
   k. Practice desirable voice standards, using as guides the class criteria
   l. Practice oral reading with proper intonation, expression, phrasing, and emphasis so that others enjoy listening.

# READING

## KINDERGARTEN THROUGH LEVEL TWELVE

## KINDERGARTEN LEVEL

### PRE-READING

The kindergarten program, a total readiness program, helps build a foundation for reading through informal and varied experiences based on the needs and abilities of five-year-olds.

The program provides the rich experiential background to lead the child into the formal reading of Level One.

Efforts should be made to promote an interest in books and an appreciation for literature.

A. Objectives

1. To tell about pictures, stories, and experiences
2. To develop desire to read
3. To increase attention span
4. To be able to follow simple directions
5. To be able to speak clearly in simple sentences
6. To use self expression
7. To use self control
8. To be able to recognize likenesses and differences (e.g., sizes, objects, opposites)
9. To increase vocabulary
10. To make a simple project following a logical process
11. To tell about pictures and ideas in sequence
12. To see meaningful ideas and interpret picture stories
13. To develop visual and auditory discrimination
14. To use left-to-right eye-movement (see Activities 14, 15 below)
15. To devolop hand-eye coordination (e.g., catching a ball, working puzzles, string beads)
16. To be able to associate meaning with printed symbols
17. To manipulate materials and books
18. To respond creatively to poetry and prose through art, dramatics, and rhythms

B. Suggested Activities

1. Draw, paint, or finger-paint pictures to illustrate objects or action.
2. Dramatize a story the teacher has read or told.
3. Put together a picture-story puzzle to show sequence of events.
4. Use rhythmic activities in response to a story.
5. Cut and paste pictures from magazines to illustrate the classifying of objects (e.g., animals, toys, etc.),
6. Make booklets by making or cutting pictures to organize understanding of a new experience.
7. Make objects with clay.
8. Fold in squares and color pictures in folded areas a large piece of paper.
9. Use materials from the Language Arts Readiness Kits to illustrate stories, to see likenesses and differences, to recognize initial sounds, etc.
10. Cut, color, and paste pictures to make a large mural.
11. Learn fingerplays and respond to poetry.
12. Retell a story, following sequence of events.
13. Observe teacher label original picture stories.
14. Observe and listen to teacher reading an experience chart story (observe left to right sweep).
15. Recite fingerplays as "Left, Right", "Here is a Ball."
16. Use puppets to dramatize a story.
17. Draw or paint pictures to show sequence of a story.
18. Use bulletin board to display titles of books or a storybook project.

## LEVEL ONE

Level one marks the beginning of the formal developmental program in reading.

Efforts should be made to develop appreciation for children's literature.

A. Objectives

1. To participate as needed in an extension of the Kindergarten Level pre-reading program
2. To begin the process of reading the printed language
3. To be able to follow directions
4. To move the eye along from left to right in rhythmic sweeps
5. To move the eye along easily from the end of the line to the beginning of the next line
6. To be able to read without finger pointing
7. To be able to read silently without lip movement
8. To develop ability to work in a group or independently
9. To use pictures, configuration, and context clues
10. To read new words with use of phonetic aids
11. To recognize words through association, likenesses, and differences
12. To use single consonant sounds in initial, final, and medial position as an aid in decoding words
13. To recognize compound words
14. To recognize word variants formed by adding "s"
15. To recognize simple contractions
16. To recognize possessive forms of words
17. To recognize pronouns
18. To find the main idea, draw conclusions, predict outcomes, and recall story sequence
19. To associate related ideas
20. To relate story to personal experiences
21. To differentiate between real and make believe stories
22. To read both silently and orally for meaning
23. To read orally, in an expressive voice, free of strain
24. To be able to locate words that express certain ideas
25. To pronounce and enunciate clearly
26. To read and enjoy creative stories
27. To enjoy literature read by the teacher and that read independently
28. Recognize and enjoy sequels to favorite stories

B. Suggested Activities

1. Draw or paint a picture illustrating descriptive action or color words.
2. Dramatize stories read.
3. Fold paper to make a booklet of pictures to show sequence of events in a story.
4. Respond creatively to prose through rhythms.
5. Arrange words under appropriate headings for classifying.
6. Make objects with various media; label these objects.
7. Make a booklet of initial consonant sounds and match pictures to consonant.
8. Fold paper in squares, draw a picture in each space and identify the beginning sound.
9. Draw or paint objects related to a story, in text or library book.
10. Make a mural illustrating a story.
11. Compose a simple rhyme.
12. Tell different endings to a favorite story.
13. Display reading projects on bulletin boards.
14. Make a list of compound words.
15. Make a contraction chart.
16. Use puppets to tell a MAKE-BELIEVE story.
17. Read a favorite story to another first-grade class.
18. Read and tape a story.
19. Illustrate a story, using a shoe box and modeling clay.
20. Make paper machê objects to illustrate an experience chart story.

# LEVEL TWO

Level Two provides for the sequential development of the basic learnings in reading which have been introduced in the preceding levels.

Efforts should be made to develop appreciation for the many types of children's literature.

## A. Objectives

1. To expand reading skills as presented in the preceding levels
2. To be able to rapidly recognize basic sight words
3. To be able to follow directions in sequential order
4. To increase reading rate
5. To acquire the habit of using books in order to explore content areas (e.g., social studies, mathematics, and science)
6. To recognize and identify all consonant sounds and blends in words
7. To apply two and three letter initial blends as an aid in decoding words
8. To recognize and identify the sounds of vowels
9. To arrange words alphabetically to the second letter
10. To develop new clues to word recognition:
    a. Silent letters
    b. Position of vowel or vowels in word
    c. Vowels followed by r, w, and l
    d. Consonant and vowel digraphs
    e. Root words with endings (y, ly, er, est, changing y to i, doubling final consonant, possessives)
11. To identify synonyms, homonyms, and antonyms
12. To recognize story or plot structure
13. To be able to perceive relationships in material read (time, place sequence, cause-effect)
14. To interpret implied meanings
15. To recognize emotional reactions and motives of characters
16. To read extensively, both silently and orally, for pleasure and information
17. To read aloud fluently, with expression, after preparation in silent reading
18. To be able to locate information and ideas in reading material
19. To read original stories
20. To discover new interests through books

## B. Suggested Activities

1. Illustrate parts of a story.
2. Dramatize emotional reactions.
3. Make a roll movie to show sequence of events in a story.
4. Respond to a poem with rhythmic activity.
5. Dramatize a story using puppets.
6. Arrange words in alphabetical order.
7. Make a word bank of descriptive words and phrases--a picture followed by as many words and phrases as are applicable.
8. Make vowel booklets.
9. Fold a paper into squares, draw a picture in each space and identify the vowel sound.
10. Play vowel and consonant blend "bingo".
11. Illustrate a story or book which has been read independently.
12. Paint a mural in comic strip form to illustrate a story complete with characters speaking in "balloons".
13. Compose riddles and read to class.
14. Change the ending of a story or book that has been read independently.
15. Follow directions, using recordings (e.g., Listen and Do records, Talking Alphabet, etc.)
16. Use pictionary, childcraft, supplementory science and social studies books to find information.
17. Plan and present a flannelgraph story.
18. Make bulletin board display to arouse interest in books.
19. Have individual conferences with the teacher regarding personal reading.
20. Read and tape a story.

## LEVEL THREE

Level Three represents a period of transition to greater independence in reading in the basic readers and in a diversity of other materials.

Efforts should be made to develop appreciation for the many different types of literature.

This level also introduces new reading skills and refines reading abilities initiated at earlier levels.

### A. Objectives

1. To utilize the parts of a book:
   a. The title page
   b. Table of contents
   c. Index
   d. Glossary
2. To examine materials for clarity of meaning and accuracy of expression
3. To interpret reading material effectively
4. To choose the correct meaning of a word from the clues in the content
5. To apply audio and visual principles of syllables and accent marks using the vowel as the clue
6. To arrange words alphabetically to the third or fourth letter
7. To recognize the structual analysis of root words with prefixes and suffixes added
8. To recognize compound words
9. To read in thought units with greater ease and understanding
10. To recognize the main idea of a paragraph
11. To make inferences and judgments, perceive relationships, draw conclusions, and generalize
12. To interpret emotional reactions of story characters
13. To perceive interrelationships of story characters and events
14. To read various materials, chosen for individual enjoyment and ability
15. To read aloud with a pleasing voice:
    a. Pronounce words correctly
    b. Enunciate clearly with naturalness of expression
    c. Face the audience while reading and look up occasionally
16. To adjust the speed of reading to the type of material being read:
    a. Skim for main points
    b. Read slowly and accurately for details
17. To read orally original written material

### B. Suggested Activities

1. Use resource material to locate additional information about a topic.
2. Discuss expressions and phrases and retell in own words.
3. Pantomime stories to interpret characters and plot of a story.
4. Make a list of synonyms.
5. Make an individual dictionary:
   a. Arrange words in alphabetical order.
   b. Separate words into syllables.
   c. Add accent marks.
6. Have spelling game with one child spelling a root word and the opponent adding a prefix or suffix.
7. Make list of compound words and accent the proper root word.
8. Give puppet show.
9. Main idea is given and each child adds a sentence, in sequence, to tell a story.
10. Write a paragraph or story analogous to story in book (e.g., use electric lights instead of candles).
11. Make a diorama.
12. Share individual reading with class by oral reports or chalk talks.
13. Use flannel board figures as a story is being told or read.
14. Make bulletin board display stressing world travel books or some other theme.
15. Plan and present a play.

## LEVEL FOUR

Level Four reading leads to application of the basic word skills of previous levels to wider and deeper personal reading experiences in the content areas.

A. Objectives

1. To be able to identify the main idea and the supporting details in a story:
    - a. Motives of character
    - b. Cause and effect
    - c. Mood
    - d. Plot
2. To be able to read various types of materials at leisure time with pleasure:
    - a. Fairy Tales
    - b. Tall Tales
    - c. Mystery
    - d. Adventure
    - e. Legend
    - f. Poetry
    - g. Hero Tales
    - h. Folk Tales
    - i. Fables
    - j. Biography
    - k. Social Studies
    - l. Science
    - m. Arts
    - n. Hobby
    - o. Religion
3. To acquire the ability to read for many purposes:
    - a. Information
    - b. Self-preservation
        - 1) Safety
        - 2) Health
    - c. Enjoyment
4. To apply basic word skills to attack reading problems:
    - a. Pattern of accent of compound words
    - b. Pattern of accent in words of two or more syllables
    - c. Words having two accented syllables
    - d. Soft vowel sound in un-accented syllables (schwa)
    - e. Context clue to accent (re'cord and re cord')
    - f. Extension of additional prefixes as un-, dis-, im-, re-, and suffixes as y, -ly, -less, -er, -ish, -ful, -teen, and -th
    - g. Technical vocabulary in all subject areas
    - h. Adjustment of reading speed
5. To use simple library resources to attack reading problems:
    - a. Maps
    - b. Graphs
    - c. Pronunciation key (dictionary)
    - d. Pictures
    - e. Arithmetic symbols
    - f. Approximate location of beginning letter (dictionary)
    - g. Guide words (dictionary)
    - h. Selection of right meaning (dictionary)
    - i. Selection of root word (dictionary)
    - j. Simplified use of encyclopedia and supplementary books
    - k. Card catalog (introduction)
    - l. Library rules
6. To be able to identify at least three community problems through reading about them

B. Suggested Activities

1. Dramatize story characters.
2. Locate poems on a given theme.
3. Clip items of newspaper interest.
4. Choose words with the schwa syllable from a paragraph.
5. Clap out accent pattern.
6. Use glossary for new meanings.
7. Look up guide words for a specific word in the dictionary.
8. Find root word of a derived word in the dictionary.
9. Collect items of interest pertaining to school activities.
10. Read stories about elephants, pets, or family life--give short reviews on these stories.
11. Plan a book exhibit for National Book Week.
12. Boys compile a list of poems entitled "Poems for Boys".
13. Girls compile a list of poems entitled "Poems for Girls".
14. Read poems to show how a poet creates pictures with words.
15. Make a small anthology of favorite poems.
16. Form a poetry club.
17. Make a frieze to depict part of a story.
18. Draw pairs of pictures to illustrate that meanings control accent (re'cord-re cord').
19. Choose a favorite story. Use pictures to make a television play. Make a television set from a box, put pictures on roller.
20. Make posters to advertise a book.

## LEVEL FIVE

**Level Five reading leads the child to appreciate various authors' styles, to relate ideas, and to develop simple library techniques.**

**A. Objectives**

1. **To relate ideas within a story and from story to story orally or in written form:**
   - a. **Time**
   - b. **Place**
   - c. **Analogy**
   - d. **Source**
   - e. **Cause-effect**
   - f. **Context clues**
   - g. **Creative extension of ideas**
2. **To compare various authors' styles orally or in written form through the year:**
   - a. **First-third person**
   - b. **Proverbs**
   - c. **Rhyme of sentences**
   - d. **Rhythm of sentences**
   - e. **poetry**
   - f. **Repetition**
   - g. **Foreign words**
   - h. **Plot development**
3. **To read to explore every area of interest:**
   - a. **Myths**
   - b. **Autobiography**
   - c. **Civic affairs**
   - d. **Areas included in Level Four**
4. **To use library for simple research:**
   - a. **Maps**
   - b. **Graphs**
   - c. **Charts**
   - d. **Pictures**
   - e. **Atlas**
   - f. **Almanacs**
   - g. **Periodicals**
   - h. **Supplemental books**
   - i. **Pronunciation keys in glossaries**
   - j. **Index topics, subtopics, cross references**
   - k. **Encyclopedia guide words and cross references**
   - l. **Two-level outline**
   - m. **Notetaking**
   - n. **Bibliography (author and book title)**
5. **To use additional suffixes and prefixes to widen vocabulary**
6. **To read in order to compare views on at least three current national questions**

**B. Suggested Activities**

1. **List time-place sequences.**
2. **Compare characters and/or story plots.**
3. **Make time line for historical stories.**
4. **List words found in myths which we use in modern times and those no longer used.**
5. **Note words used more exclusively in one subject matter field.**
6. **Make scrap book of clippings on a special interest.**
7. **Draw pairs of pictures to illustrate that meanings control accent (re'cord-re cord').**
8. **Locate on map the setting of a story.**
9. **List words using a common syllable or prefix or suffix.**
10. **Read teachers simple directions in phonetic writing.**
11. **Write name in phonetic writing.**
12. **Write several meanings for each: bay, hand, pack, run, set.**
13. **Find or write sentences which change meanings when punctuation is changed.**
14. **Make clothes pin doll characters for Book Week.**

# LEVEL SIX

Level Six contributes to a continuous sequential growth in basic understandings, skills, and positive attitudes toward reading for pleasure and information.

## A. Objectives

1. To be able to identify content material orally or in written form to:
   a. Group questions
   b. Personal needs
   c. Social needs
2. To be able to contrast content material which is:
   a. Biased--bon-biased
   b. Fact--opinion
   c. Relevant--irrelevant
   d. Logical--illogical
3. To be able to differentiate content material which appeals to:
   a. Sensory perception
   b. Basic drives
4. To recognize and identify techniques in various materials:
   a. Personification
   b. Irony
   c. Exaggeration
   d. Metophor
   e. Simile
   f. Alliteration
   g. Pun
   h. Onomatopeia
5. To continue to read various types of literature which appeal to individual interest:
   a. Historical novel
   b. Essay
   c. Careers
   d. Newspaper
   e. Fiction and non-fiction
6. To be able to use expanding vocabulary in all content areas:
   a. Pronunciation keys in various dictionaries
   b. Pattern of secondary accent, unaccented syllable, primary accent
   c. Adaption of meaning to sentence context and key words in related subjects
   d. Technical vocabulary of all subject areas
   e. Use of prefixes and suffixes
7. To continue to use the library for simple research:
   a. The Card Catalog--Subject card, Title card, Author card
   b. Maps
   c. Graphs
   d. Charts
   e. Pictures
   f. Atlas
   g. Almanacs
   h. Periodicals
   i. Encylopedias
8. To be able to identify through reading at least three responsibilities to society

## B. Suggested Activities

1. Note sensory perceptive words.
2. State logical conclusions to an unfinished story ("Stories for use in the Classroom"NEA).
3. Recognize figurative speech.
4. Draw cartoons to illustrate figures of speech.
5. Compare the period in an historical novel with modern times.
6. Investigate requirements for preferred careers.
7. Chart sequence of selected stories.
8. Learn technical terms used in content areas.
9. Collect pictures related to current readings.
10. Utilize encyclopedias and other resources to supplement information.
11. Dramatize a story, scene, or incident.
12. Exhibit library book jackets.
13. Have a Book Fair.
14. Form a Book Club.
15. Prepare a Radio Quiz Program.
16. Make a mural depicting a favorite story.
17. Have a "top ten" book list for the week or month.

# LEVEL SEVEN

The exposure of students to literature at Level Seven is intended to develop further the appreciation for good literature which has been fostered at preceding levels.

Emphasis will be placed on the short story, poetry, and short plays. It is desirable that the students be presented this material on the level of appreciation only; they should not be burdened with total analysis of style, purpose, and literary techniques. Selections of literary texts should be within the experience and maturity levels of students at this level.

The use of additional and more technical reference material than at preceding levels should be introduced for individual study projects.

A. Objectives

1. To be able to discuss to the level of one's ability a short story, play, or poem on the basis of theme, author intent, characterization, character motivation, plot, and setting
2. To be able to obtain and record information from library resource materials:
    a. Encyclopedias
    b. Reader's Guide to Periodical Literature
    c. Dictionaries
    d. Non-fiction works
3. To be able to read a newspaper and news magazine for information:
    a. Front page of news stories
    b. Editorials
    c. Current world news
    d. Local news
4. To refine basic reading skills learned at preceding levels and develop skills needed for more mature reading such as:
    a. Ever increasing sight vocabulary
    b. Word attack skills using prefixes, suffixes, context clues, etc.
    c. Clues and inferences to characters and plot
    d. Vocabulary of technical words for subject matter areas
    e. Interest in adding unfamiliar words, encountered in reading, to vocabulary
    f. Improved comprehension

B. Suggested Activities

1. Introduce the unit as a whole (motivational activities)
2. Introduce student to genre (example: the short story)
3. Introduce student to techniques of browsing
4. Introduce literary terminology (plot, character, setting, etc.)
5. Introduce student to footnotes and glossary to increase vocabulary skills
6. Content:
    a. Short story:
        1) Suggested procedure: Do not totally analyze stories unless the climate of the class warrants this practice. Acquaint with short story terminology and discuss.
        2) Suggested authors: (Choose stories appropriate to this age group.)
            a) Poe, Edgar Allen
            b) AESOP'S FABLES
            c) Stevenson, Robert Louis
            d) BEOWULF
            e) Thurber, James
            f) Irving, Washington
            g) Lamb, Charles--TALES FROM SHAKESPEARE
    b. The novel: TOM SAWYER--Clemens, Samuel (optional activity)
7. Poetry
    a. Suggested procedure: Present poetry to students; allow them to browse through them on their own; discuss for enjoyment only.
    b. Suggested choices:
        1) Any good anthology
        2) Psalm selections
        3) Song of Songs
        4) Alfred Noyes, "The Highwayman"
    c. Acquaint students with the stylistic differences between modern and traditional poetry.
    d. News media:
        1) Magazines
        2) Newspaper
    e. Library orientation (This is usually provided by the staff librarians.)

## LEVEL EIGHT

The purpose of teaching literature at Level Eight is to further develop literary appreciation and to introduce the student to more formal analyses of style, content, literary devices, figures of speech, and point of view than at previous levels.

It is recommended that emphasis be given to motivation and appreciation of literature and that formal testing on literary concepts and details over selections be used judiciously.

The use of library research material and outside sources (newspapers, news magazines) is to be broadened so that a student can obtain desired information and understand world events.

A. Objectives

1. To be able to read and discuss a short story, play, and poem with an analytical approach on the basis of:
    a. Theme
    b. Point of view
    c. Character motivation
    d. Plot
    e. Setting
    f. A cursory knowledge of:
        1) Poetic devices (figures of speech)
        2) Style
        3) Plot structure (climax, solution)
2. To be able to compile an expository paper, of two pages, using one main reference source and three supplementary sources. (The paper should have a brief bibliography. Total mastery of compiling a bibliography is not recommended at this level.)
3. To further refine basic reading skills taught at preceding levels and to understand that one's reading improves with practice in reading and with instruction in reading:
    a. Word attack skills
    b. Vocabulary
    c. Comprehension

B. Suggested Activities

1. Introduce the unit as a whole (motivational activities).
2. Continue introducing various types of literature.
3. Introduce literary terminology applicable to this level.
4. Use all appropriate available audio visual aids for maximum unit effectiveness.
5. Continue usage of glossary, footnotes, and index references.
6. Content:
    a. Short story:
        1) Analyze short stories to the extent of class comprehension.
        2) Introduce unfamiliar terminology and discuss.
        3) Suggested authors: (Choose stories appropriate to this age group.)
            a) Hawthorne, Nathaniel
            b) London, Jack
            c) Doyle, Arthur Conan
            d) Hale, Edward—"Man Without A Country"
            e) O'Henry (Wm. S. Porter)
    b. The novel (Refer to Priority List)
    c. Poetry:
        1) Suggested procedure: To begin unit, read a selection to students, discuss and allow students to make their own selections for reading (oral, if student volunteers).
        2) Suggested choices:
            a) "Song of Roland"
            b) "Evangeline", Longfellow
            c) Any good anthology
        3) Teach students the stylistic difference between modern and traditional poetry.
        4) Acquaint students with poetic terminology.
    d. Non-fiction:
        1) Biography
        2) Autobiography
        3) Historical
        4) News media articles
7. Keep log of personal opinions about what one has read.
8. Keep a notebook of newly-learned words.

## LEVEL NINE

Reading experiences at Level Nine are designed to enable students to acquire more advanced reading skills than at previous levels. The students are introduced to classic and modern literature and are given the opportunity to appreciate the various writing techniques of the authors. The students are encouraged to become more cognizant of the importance of plot, setting, and characterization.

It is at Level Nine that the students are introduced to the adult novel and the epic tale.

A. Objectives

1. To be able to select and read literature for individual pleasure and to evaluate orally through student-teacher conference
2. To be able to expand vocabulary through extensive reading by listing and discussing unfamiliar words and literary terms
3. To demonstrate the ability to use the library by completing with at least 80% accuracy a library unit of work or a comparable assignment
4. To be able to compare and contrast modern and classic literature which demonstrates the ability to think logically
5. To recognize, identify, and list figures of speech
6. To be able to discuss authors' lives as related to the content of their works
7. To be able to use and refine mechanics of reading
    - a. Word attack skills
    - b. Vocabulary
    - c. Comprehension

B. Suggested Activities

1. Introduce the unit as a whole (purpose of the unit).
2. Introduce the novel (GREAT EXPECTATIONS), the epic tale (THE ODYSSEY), and some form of classical drama (ROMEO AND JULIET).
3. Increase students knowledge of literary terminology.
4. Show correlation of author's background and experiences to style and content of his writings.
5. Increase awareness of explanatory footnotes and glossary.
6. Introduce various forms of book reviews.
7. Content:
    - a. Short story:
        - 1) Plot, setting, characterization
        - 2) Surprise ending
        - 3) Kinds
            - a) Adventure
            - b) Suspense
        - 4) Suggested authors: Choose stories appropriate to group and grade level
            - a) Twain, Mark
            - b) Stuart, Jesse
            - c) Doyle, Sir Arthur Conan
            - d) Wilde, Oscar
            - e) Poe, Edgar Allen
            - f) Kjelgaard, Jim
            - g) Tolstoy, Leo
            - h) Ferber, Edna
            - i) Crane, Stephen
    - b. Novel:
        - 1) Classic novel
            - a) Dickens, GREAT EXPECTATIONS
            - b) Twain, HUCKLEBERRY FINN
        - 2) Biography
        - 3) Autobiography
    - c. The epic tale:
        - 1) Define
        - 2) Purpose
        - 3) Symbolism
    - d. Drama:
        - 1) ROMEO AND JULIET or MIDSUMMER NIGHT'S DREAM
        - 2) ANTIGONE
    - e. Poetry:
        - 1) Devices (figures of speech)
            - a) Assonance
            - b) Alliteration
            - c) Metaphor
            - d) Onomatopoeia
            - e) Parable
            - f) Paradox
            - g) Parrallelism
            - h) Personification
            - i) Simile
        - 2) Types of poems
            - a) Lyric
            - b) Ballad
            - c) Sonnet
            - d) Narrative
            - e) Haiku
            - f) Cinquain
8. Keep a notebook of newly-learned words.

## LEVEL TEN

**Reading experiences at Level Ten are designed to introduce students to outstanding, representative writers and works from world literature, to refine reading skills already introduced, and to teach more mature skills as they are needed for more complex and mature reading.**

**The literature studied at Level Ten is organized according to genre: short story, novel, drama, poetry and biography. Wide reading of literature of each genre is encouraged but special emphasis is given to an in-depth study of at least one important work from each genre. The understanding of basic literary concepts is reinforced by relating them to the study of literary works studied at this level.**

**Anthologies for this level are supplemented with paperback books which are carefully selected with consideration for literary merit as well as for the needs and abilities of specific groups and individuals.**

**A. Objectives**

1. **To read works of various literary genres and to be able to identify and differentiate their basic characteristics:**
    - **a. Short story**
    - **b. Novel (consult semester guide for required reading)**
    - **c. Drama (consult semester guide for required reading)**
    - **d. Poetry**
    - **e. Biography**
2. **To be able to define the following literary terms and to relate them to literary works read at this level:**
    - **a. Tone**
    - **b. Point of view**
    - **c. Plot**
    - **d. Characterization**
    - **e. Theme**
    - **f. Style**
    - **g. Setting**
3. **To read and analyze a wide variety of literary works in order to broaden and develop more discriminating literary tastes**
4. **To be able to list and define the following parts of textbooks, reference books, etc.:**
    - **a. Index**
    - **b. Table of contents**
    - **c. Glossary**
    - **d. Bibliography**
5. **To demonstrate the ability to use the senior high school library by completing a library unit designed by the teacher or the department**
6. **To refine reading skills which have already been learned and to acquire new ones as needed to meet increasingly more mature reading material:**
    - **a. Comprehension:**
        - **1) To differentiate word meanings in a particular context**
        - **2) To differentiate contextual meanings of sentences, paragraphs, chapters, lines of poetry, scenes and acts from plays when related to larger parts of the written work (e.g., a line of poetry may have a different meaning when related to the poem as a whole)**
        - **3) To identify the main idea in paragraphs and longer selections**
        - **4) To identify important and supporting details in paragraphs and longer selections**
        - **5) To determine the author's purpose for writing**
        - **6) To identify transitional words and phrases used for unity and coherence in paragraphs and longer selections**
    - **b. Word attack skills:**
        - **1) To be able to syllabicate words according to basic rules**
        - **2) To be able to use contextual clues to determine word meanings**
        - **3) To be able to use roots, prefixes, and suffixes to infer the meaning of new words**
    - **c. Vocabulary building skills:**
        - **1) To be able to differentiate the denotations and connotations of words**
        - **2) To be able to differentiate meanings of word used in different contexts**
        - **3) To be able to locate and identify the etymology of words**
    - **d. To be able to identify the different levels of language encountered in various kinds of reading: slang, regional dialects, archaic and obsolete words, colloquialisms, standard, and literary English**

**B. Suggested Activities**

1. **Class reading:**
    - **a. Use of basic anthology and supplementary materials to organize literary works in units based on genre:**
        - **1) Short story**
        - **2) Novel**
        - **3) Drama**
        - **4) Poetry**
        - **5) Biography**
    - **b. Development of the concept of "theme" by organizing genre units thematically; e.g.:**
        - **1) Escaping from reality**
        - **2) Making decisions**
        - **3) Living with others**
        - **4) Appreciating our heritage**

2. Reading projects:
    a. Paperback lending library of books contributed by class members; these to be judged and supervised by a committee of students.
    b. Individual cumulative reading record on either a prepared form or on 3x5 cards recorded by student but filed by the teacher; these may be passed on to the next year's teacher. Allow students to see what other students in the class have read.
    c. Book reviews or panel discussions given orally for the entire class' benefit
    d. Written expression of reaction to class reading or to individual reading experiences
    e. Notebooks for class notes and notes from individual reading
    f. Bulletin board displays by student committees--reviews of current books, book jackets, literary maps, sketches to arouse curiosity and interest in reading
    g. Individual lists of new words encountered by students in their reading--kept in notebook or on file card which may be alphabetized (Pronounciation, definition, and context should be included.)
    h. Anthologies of students' best creative works, edited and dittoed by the teacher; copies to be given to each student for evaluation and/or enjoyment
    i. One day a week allowed for a "free" reading period
    j. Formation of student committees to evaluate specific aspects of literary works (i.e., theme, style, diction, characterization, etc.)
3. Individual reading:
    a. Reading selections which grow out of class reading and discussion
    b. Reading selections based on individual student interest and tastes

## LEVEL ELEVEN

Emphasis at Level Eleven is on the study of American Literature paying particular attention to themes and ideas which run throughout the literature. In addition to the study of genres as stressed at Level Ten, the emphasis at Level Eleven will be the examation of literature in preparation for the more critical thematic approach which will be encountered primarily at Level Twelve. Comparison and contrast and analysis of literary selections will be stressed and may serve as springboards for both discussion and writing.

The organization and approach to the literature is left to the discretion of the teacher, but the anthology should not be considered the only source of materials and organization. Selected paperback books may be used as a supplement to the text.

A. Objectives

1. To be able to identify the major ideas which run through the literature such as:
    a. Puritanism and its influences
    b. Man's inner evil
    c. Justice and injustice
    d. Independent spirit
    e. Search for values
    f. The American dream
2. To be able to identify in discussion or in a written paper any or all of the following aspects of a literary selection:
    a. Plot
    b. Theme
    c. Tone
    d. Characterization
    e. Style
3. To be able to list and identify the major schools of writing in American Literature:
    a. Romanticism
    b. Realism
    c. Naturalism
    d. Impressionism
4. For the above average student to be able to define and use in context one-half to three-fourths of the words designated in the supplementary vocabulary book and for the average student to be able to define and use contextual vocabulary words as designated by the teacher
5. For the above average student to read and to be able to analyze in depth at least two novels or longer pieces of literature as specified in the semester guide for Level Eleven

B. Suggested Activities centered around the study of American Literature

1. Thematic units such as:
    a. The growth to maturity of an adolescent using such books as THE CRUCIBLE, SEPARATE PEACE, IN OUR TIME, ADVENTURES OF HUCKLEBERRY FINN, TOM SAWYER AND BILLY BUDD
    b. Witchcraft using such selections as THE CRUCIBLE, THE DEVIL IN MASSACHUSETTS
2. Use of such units as above for individual study projects
3. Use of Scholastic Literature Units to reinforce the thematic approach
4. Setting aside a reading day each week allowing the student much freedom in the choice of books and not necessarily requiring a report or test
5. The trial of a character from a book used in class study such as one from BILLY BUDD or SEPARATE PEACE

6. Use of recordings, films, and filmstrips to reinforce and supplement class reading
7. Writing projects involving reading experiences
8. An individual reading record perhaps kept on 3x5 cards
9. Bulletin board displays by student committees--reviews of current books, book jackets, literary maps and charts
10. Student-kept notebooks for class notes and notes from individual reading
11. Indepentent or class projects which integrate American Literature, American History, American Music, and American Art
12. Formulation of a class library from books and magazines collected and brought in by students
13. Intensive study of at least two longer selections as prescribed in the outline for the Junior year (See Semester Guide)
14. Book reviews or panel discussions which attempt to replace the tendency to retell or summarize the students' reading
15. Emphasize symbolism by following one symbol through several works, such as water, in BILLY BUDD, SEPARATE PEACE, ADVENTURES OF HUCKLEBERRY FINN, MOBY DICK, WALDEN AND THE GREAT GATSBY
16. Use of any of the following approaches to the literature which may seem appropriate:
    - a. Thematic
    - b. Historical or reversed historical
    - c. Comparison and contrast of writing techniques and devices
    - d. Literary types
    - e. Author study
17. Testing experiences which reinforce logical thinking about the themes and ideas which run throughout the literature
18. Use the overhead projector in reviewing tests which allows more time for individual help
19. Use of individual student talents in music, art, speech, and debate to help vary the presentation of literature
20. Student kept individual lists of new words encountered by students in their reading

## LEVEL TWELVE

Level Twelve culminates the sequence with a study of English as well as world literature. This study should be based on a few selected titles, types, authors or a combination of the three. The use of a thematic approach is usually more successful with average and above average students.

The peculiar advantages of a thematic approach are that it:

- a. Allows the student to see the relationship existing among literary works which extends beyond chronology and form
- b. Requires the student to think in terms of interrelated ideas rather than in terms of dated and types
- c. Provides a continuity, a thread as it were, which gives the student a greater sense of control of the subject matter
- d. Juxtaposes at once several different attitudes toward the same theme; and
- e. Combines art (paintings and music) and literature in more of a humanities approach to the study of literature

Because of its rather unique format, the thematic approach is more conducive to the assimilation of ideas and concepts by cutting across the chronological barriers of a traditional approach to literature. Futhermore, the thematic approach is better suited to critical writing since the idea is the pivotal point for the unit.

In presenting a thematic approach, the teacher should determine the organizational pattern which will best fit the needs of a particular group. The use of even more paper backs than at other levels will unquestionably be profitable in supplementing the anthology. Especially helpful is A GUIDE TO WORLD LITERATURE which provides not only a list of major world authors and their works, but also appropriate novels, plays, and short stories which develop similar themes.

At the end of their study of literature, students should have an understanding of the various genres and an adequate vocabulary for discussing each genre. They should be able to analyze and criticize according to literary principles of criticism. They should be able to contrast, evaluate and even form their own framework for good, solid criticism.

Note: THE FOLLOWING OBJECTIVES WILL BE MORE SPECIFIC WHEN THE INDIVIDUAL TEACHER ADDS THE SPECIFIC UNITS, WORKS AND IDEAS TO BE STUDIED. EACH TEACHER SHOULD COMPLETE THESE AND GIVE EACH STUDENT A COPY BEFORE BEGINNING THE UNIT.

## A. Objectives

1. To be able to list, write in a critical essay, and discuss the interralationships among the ideas of at least three units in the literature anthology
2. To be able to compare and/or contrast the ideas expressed in the plastic arts as they relate to any or many of the ideas in the units mentioned in the first objective in order to provide more of a humanities approach to literature
3. To be able to recognize the salient characteristics of the forms and conventions of these five major genres: short story, verse, drama, essay, and novel
4. To be able to recognize in a written essay or verbally the relationships existing among literary works which extend beyond chronology and form
5. To be able to write a critical paper which analyzes a writer's purpose, technique, and/or style
6. To be able to discuss, in general, the history of the English language
7. To be able to demonstrate in an informative paper the following library skills:
   a. Using the Reader's Guide to Periodical Literature
   b. Footnoting procedures
   c. Bibliographical techniques
   d. Differentiating between primary and secondary sources
8. To be able to recognize in literature such universal themes as choice and consequence, avarice, human foibles, conflect of wills, etc., and to be able to apply the implications of such themes to students' own attitudes in their speaking and writing
9. To be able to differentiate among figurative language, symbolism, imagery, denotation, and connotation
10. To be able to discuss a minimum of two individually read books for each unit studied
11. To be able to list and differentiate among a minimum of three differing schools of criticism; (e.g., Classical, Romantic, and the New School of Criticism)
12. To be able to list each school's foremost representative; (e.g., Aristotle, Coleridge, and T. S. Eliot)

## B. Suggested Activities

1. Class reading and activities:
   a. Make extensive analysis of essays, short stories, dramas, novels, and poetry with similar themes or entertainment:
      1) For information, interpretation, characterization, narration, or entertainment
      2) For differentiation of various types of writing and writing techniques
      3) For indications of logic and reasoning used by author
      4) For examples and meanings of symbolism, figures of speech, etc.
   b. Class readings for ideas and opinions that can be shared through oral reports and essays enriched by library resources
   c. Compare and contrast writing techniques and devices of two examples of a particular genre; i.e., essay, poem or speech
   d. Discussions based on reading selections from English literature, lectures, and observations of how language has changed resulting in a brief history of the language
   e. Implementation of the trial (A trial provides opportunities for critical thinking, oral expression, and group participation in a stimulating approach to class study. A play or novel is especially good; e.g., HAMLET, LORD OF THE FLIES.)
   f. Make extensive use of periodicals to the degree that one day per week could be used for the reading of outside materials--paper backs, newspaper, magazines, etc.
   g. Make use of Scholastic Literatures Units.
   h. Development of special thematic units such as:
      1) The prototype of the adolescent as revealed in selected literary works
      2) The concept of the Hero and/or Anti-Hero
      3) The concept of Evil, etc.
2. Individual reading:
   a. Experience wide reading through individual reading of selections which are suggested from class reading and discussion
   b. Write synopses, outlines, definitions, paraphrases, and precise to communicate an author's meaning.
   c. Observation in reading that language is LIVING and CHANGING
   d. Habit of using library facilities to aid study and as a means of locating independent reading material pertinent to a particular subject
   e. Independent reading selections which indicate more mature and discriminative tastes and appreciations
3. Reading projects:
   a. Formation of paperback library in each classroom from paperbacks loaned by students
   b. Sharing ideas and opinions gained from independent reading
   c. Keeping abreast of the community's cultural activities
   d. Bulletin board displays by student committees
   e. Library investigation to supplement biographical, historical, and other facts to make reading of English literature more meaningful and understandable
   f. Preparation of note-taking cards from library investigation
   g. Student kept notebooks for class notes and notes from individual reading
   h. Individual lists of new words and comments on changing use of words
   i. Essay type questions in which students are required to relate reading to organizing and thinking as well as to meet limitations of time

# WRITING

## KINDERGARTEN THROUGH LEVEL TWELVE

## KINDERGARTEN LEVEL

### PRE-WRITING

Writing is not taught as a skill on the Kindergarten Level.

The total readiness program consisting of many meaningful experiences contributes to readiness for writing and an interest in writing.

A. Objectives

1. To be able to recognize their own first names in manuscript writing
2. To be able to identify various classroom articles, labeled by the teacher, in manuscript; e.g., desk, table, fish, etc.
3. To be able to recognize that printed symbols represent objects or actions
4. To be able to recognize that printed symbols relate ideas; e.g., experience chart story, signs, etc.
5. To be able to use the following media to develop coordination of small muscles before children manipulate a writing instrument: blocks, puzzles, clay, crayons, paint, fingerpaint, etc.
6. To engage in the following activities to develop large muscles: hopping, walking, running, skipping, tip toeing, balancing
7. To practice the following activities to develop eye-hand coordination: catch a large ball, work puzzles, string beads

B. Suggested Activities

1. Identify labeled articles.
2. Use crayons, paints, paste.
3. Dictate story for the teacher to write on an experience chart.
4. Model with clay.
5. String large beads.
6. Build with blocks.
7. Participate in simple games.
8. Engage in rhythmic activities.
9. Recite fingerplays.
10. Cut articles from paper.
11. Practice left and right activities.
12. Engage in visual-motor-perceptual skill activities.

## LEVEL ONE

Level One marks the beginning of the formal developmental program in writing.

Manuscript is the only form of writing taught at Level One. The term "printing" should not be used in referring to manuscript writing. There is no formal spelling program at Level One. Creative writing should be encouraged but not evaluated on the basis of mechanics.

A. Objectives

1. To be able to relate original thoughts to the symbols written by the teacher on experience charts or chalkboard
2. To hold chalk, crayon, or large pencil without noticeable strain
3. To place paper in proper manuscript position (see Teacher's Edition of Handwriting Series)
4. To be able to write all manuscript letters legibly using correct direction in making lines and circles
5. To be able to apply knowledge of beginning and ending sounds of words to writing
6. To be able to spell commonly used words in original writing; e.g., the dog, and, cat, go, play, etc.
7. To be able to write a minimum of five simple sentences using capital letters at the beginning of each sentence and periods or question marks at the end of telling and asking sentences respectively

B. Suggested Activities

1. Identify all written work with name.
2. Use margins (one inch margins on each side of paper).
3. Write brief stories without fear of criticism.
4. Compose endings to stories or poems read by the teacher.
5. Draw pictures to illustrate words and labels.
6. Let older children (Levels Three or Four) serve as "secretaries" to record stories as they are dictated by children of Level One. This activity must, of course, be worked out with a teacher of the older group.

# LEVEL TWO

Level Two provides for extended writing experiences of previous levels.

Manuscript is the only form of writing taught at this level.

A formal spelling program is introduced at Level Two.

Children should be given many opportunities for creative writing. Care and tact should be used in evaluating these efforts. Emphasis should be placed on what the child has expressed rather than on how he has expressed it. Too much criticism at this level is apt to discourage the child and make him hesitant or reluctant to express himself in written form.

## A. Objectives

1. To write legibly, using correct letter formation (with emphasis on correct starting point and direction of each letter)
2. To be able to use knowledge of phonics as it applies to spelling
3. To learn a basic spelling vocabulary that will meet most writing needs
4. To use capital letters correctly:
    a. Beginning a sentence
    b. Titles of respect (Mr., Mrs., Miss)
    c. Proper names
    d. Days of week
    e. Months of year
    f. Holidays
    g. First and important words in names of books and stories
5. To use, in their own writing, periods and question marks correctly:
    a. Use a period at the end of a telling sentence
    b. Use a period after abbreviations
    c. Use a question mark at the end of an asking sentence
6. To write a group of sentences containing the following elements of a paragraph:
    a. Indent the first line.
    b. Arrange sentences in proper sequence of action
    c. Leave margins on both sides of paper
    d. Capitalize correctly those elements which have been taught (see 4. above)
    e. Punctuate correctly the telling sentence, abbreviations which have been taught, and the question. (No child should be penalized for failure to use a skill which he has not yet been taught.)
7. To use the following form to begin all written work:

    Date                    Name

8. To begin to develop an awareness of the fact that one's written work should be proofread and revised

## B. Suggested Activities

1. Use a good manuscript model for making letters and words. The adopted Handwriting text or reference cards provided for use in teaching handwriting can serve as models and children should be encouraged to refer to them in their individual writing. The reference cards are much more beneficial in helping children when they are kept where children can handle them and where the teacher can use them in teaching the formation of a particular letter. They need, also, to be at the eye level of children so that they do not get a distorted view of a letter.
2. Make a card file of difficult words as well as troublesome words often needed in individual writing; encourage children to refer to this list as the words are needed.
3. Write thoughts and impressions growing out of experiences both real and through reading.
4. Compose booklets containing names of pets, toys, animals, food, etc.
5. Write thank-you letters, greeting notes, and invitations to various school activities.
6. Make a chart organizing information about topic of interest; this may be an individual or a group activity.
7. Complete a brief poem by adding a second line to one supplied by the teacher.

## LEVEL THREE

Level Three provides for extended experiences of previous levels and a transition to more advanced methods of writing.

The transition from manuscript to cursive writing is made at this level only as the individual child is ready. If he can not yet make all manuscript letters correctly and legibly, he is not ready to make the transition. The transition should be very gradual and children should not be expected to use cursive writing in all their written work; in writing such as spelling or dictation work which requires thinking on the part of children, they should not be forced to think also about how to form cursive letters. Skill in manuscript writing should be maintained.

Creative writing should continue to be encouraged but not evaluated on the basis of mechanics. Only those skills which have been taught should be required in children's writing (see those listed at preceding levels).

### A. Objectives

1. To use the proper skills of manuscript writing (see Teacher's Edition - Handwriting Series):
    a. Hold pencil and crayon correctly.
    b. Place paper straight on desk.
    c. Start lines and circles in the proper place and move pencil or crayon in the correct direction.
    d. Space letters and words properly.
2. To compare the differences between manuscript and cursive writing before beginning cursive:
    a. Notice that manuscript writing is done by lifting the pencil or chalk.
    b. Observe that cursive writing is done without lifting the pencil.
3. To observe the similarity in manuscript and cursive writing; that letters can be joined if manuscript letters are made by moving pencil or crayon in the correct direction
4. To apply spelling vocabulary to written needs
5. To seek different words to express one's thoughts (descriptive and action words)
6. To become increasingly aware of the need and the responsibility of proofreading and correcting one's written work
7. To complete written assignments:
    a. Use form of writing which is comfortable for individual.
    b. Compete with self in trying to do better in each successive assignment.
8. To write a simple original story of eight to ten sentences observing margins, punctuation, capitalization, and spelling which have been taught:
    a. Use indentation and margin as at Level Two.
    b. Use periods after abbreviations and at end of sentences.
    c. Use question marks at the end of questions.
    d. Use the apostrophe in simple contractions and possessives.
9. To decide on a main idea and write a paragraph of five or six sentences:
    a. Write sentences in proper sequence.
    b. Assignments may be done according to individual ability as to quality and quantity; caution should be used in evaluating these creation efforts; too much criticism tends to dampen enthusiasm for writing.

### B. Suggested Activities

1. Write captions for pictures or posters.
2. Watch child write manuscript writing on chalkboard and teacher write cursive form on chalkboard.
3. Practice words on chalkboard using all steps of transition.
4. Use the suggested form of heading on all written papers:

    Date Name
    Subject

5. Write a friendly letter.
6. Make a chart organizing information in other content areas.
7. Write sketches and verses expressing feelings.
8. Write a creative story on any subject of interest.
9. Make a booklet of creative stories. Exchange booklets with other groups. This provides a wider audience and can serve as motivation for making stories mechanically correct and handwriting legible.

# LEVEL FOUR

Purposeful writing in the content areas becomes increasingly more important at Level Four.

Creative writing continues to be encouraged; although the red pencil should be sparingly used, students should be guided in proofreading and correcting their own papers as a courtesy to those who may read the creative papers. Evaluation of mechanics should be based on those skills which have been taught (see preceding levels). Some of these skills may need to be reviewed or re-taught depending on individual or group needs.

Handwriting skills need direct teaching at this level. Although most of students' writing will be cursive, skill in manuscript writing should be maintained.

A. Objectives
  1. To be able to write sentences legibly in both manuscript and cursive writing
  2. To be able to write grammatically correct sentences to the level of student's maturity and ability:
    a. Spelling:
      1) Spell correctly most of the words used in written work.
      2) Use dictionary for words unable to spell.
    b. Punctuation:
      1) Apostrophe:
        a) Possessive
        b) Contractions
      2) Comma:
        a) After the words "yes" and "no"
        b) Separate words or groups of words in a series
        c) Direct quotation
      3) Exclamation
      4) Period:
        a) Initials    b) Abbreviations
      5) Quotation marks (direct)
    c. Capitalization:
      1) First word in a direct quotation
      2) Proper Noun
      3) Initials
    d. Paragraph - To construct a paragraph keeping to the topic and following sentence sequence:
      1) Make each sentence keep to the topic
      2) Follow the sentence sequence
      3) Begin new paragraph for each topic
      4) Start the first sentence of a new paragraph on a new line and indent the first word
    e. Paragraph - To use a new paragraph for each speaker
  3. To be able to identify and write using parts of speech in original sentences:
    a. Nouns:
      1) Proper
      2) Common
    b. Verb:
      1) Action
      2) Being
      3) Principal parts
  4. To be able to identify and write three kinds of sentences:
    a. Statement    b. Question    c. Exclamation
  5. To be able to evaluate a paragraph to the level of one's achievement for:
    a. Mechanics
    b. Form and organization
    c. Value of content in light of purpose
    d. Style (creative)
  6. To be able to plan and write for purposes of communicating (See lesson pattern for "Composing Process"):
    a. Sharing experiences    d. Narrating
    b. Information    e. Outline (three level)
    c. Explanation
  7. To be able to select an appropriate subject on which to write adapted to:
    a. Age of audience    b. Level of audience    c. Interest of audience
  8. To be able to employ descriptive and action words in both oral and written vocabulary:
    a. Similar action words
    b. Similar descriptive words
    c. Etymology (Introduction)
  9. To be able to write genre in simple form as it becomes a part of the on-going class activities:
    a. Letters    d. Reports
    b. Stories    e. Invitations
    c. Poetry
  10. To be able to identify the types of communication that are essential in a community:
    a. Letters    b. Newspapers

B. Suggested Activities:

1. Make a safety poster using manuscript writing.
2. Fill in quotations on worksheets.
3. Write a story using exclamations.
4. Break story into paragraphs.
5. Underline nouns (proper and common) in spelling lesson.
6. Write an exciting experience from summer vacation.
7. Substitute action words in a paragraph.
8. Substitute descriptive words in a paragraph.
9. Write a personal letter thanking room mother for a party.
10. Write an original poem from an illustration.
11. Write an original story, make puppets, and present a puppet show.
12. Write a creative story inspired by a picture.
13. Make a class calendar of important dates during the school year. Shorten the names of days and months by using abbreviations.
14. From a newspaper, find an announcement of some meeting or program; show that it contains the four W's - What, Where, When, and Who.
15. List all proper and common nouns from a paragraph.
16. Make a verb booklet using pictures from magazines to illustrate action verbs.
17. Write a story about a boy or a girl who listened in the right way at the right time.
18. Write a business letter requesting materials usable in Missouri History Unit.
19. Illustrate favorite poems and make a booklet (may be either individual or group project).
20. Try to write simple verse form for creative expression (children may be introduced to and helped to write "haiku").
21. Serve as a "secretary" for a child in Level One to write his story from dictation (involves teacher planning; provides a realistic learning experience for the children.)

## LEVEL FIVE

Writing at Level Five should indicate progress in the ability of children to react to wider and more deeply felt experiences. Attention should be given to skills taught at preceding levels which have not become a part of children's writing.

The composing process as outlined in Lesson Pattern on page should be used many times in guiding students through the process of planning, writing the rough draft, proofreading and revising, and preparing the final draft.

Students should be stimulated and given many opportunities to "try their wings" at creative writing with the realization that mechanics are important if they are to be understood and enjoyed by those who read their writing. Self-evaluation and criticism is much more effective than teacher evaluation.

A. Objectives

1. To write grammatically correct sentences above the level of one's oral usage:
    a. Spelling:
        1) Spell correctly most words used in written work.
        2) Use dictionary for words unable to spell.
    b. Punctuation:
        1) Comma in direct address
        2) Period in outline
        3) Quotation marks in divided quotation
        4) Underlining book titles
        5) Hyphen in divided words at end of lines (syllabication)
    c. Capitalization:
        1) Directional words used in referring to a region
        2) Titles of respect
        3) Main and subtopics in an outline
        4) Nationalities
    d. Sentence structure:
        1) Complete subject
        2) Complete predicate
2. To identify and use correctly parts of speech in written work:
    a. Nouns:
        1) Singular 2) Plural 3) Possessive
    b. Adjectives to describe
    c. Adverbs to tell how
    d. Pronouns and antecedents
    e. Verbs:
        1) Present 2) Past

3. To write and evaluate a paragraph to the level of one's achievement:
    a. Mechanics
    b. Form and organization
    c. Value of content in light of purpose
    d. Style:
        1) Creative    2) Aesthetic
4. To write coherent statements in order from notes
5. To write statements in order from two to three level outline
6. To write poetic words in original paragraphs:
    a. Rhymthmic    c. High sounding
    b. Rhyming    d. Pleasant connotational
7. To utilize an ever widening vocabulary in written and oral work:
    a. Categorical words    b. Sensory words    c. Origin of words
8. To write various genre as it becomes a part of the on-going class activities:
    a. Letters    d. Reports
    b. Stories    e. Announcements
    c. Poetry
9. To identify the types of communication essential to a democracy:
    a. Voting procedures    d. Controversial questions
    b. Candidate qualifications    e. Group planning
    c. Existing laws

B. Suggested Activities

1. Write one sentence summary of a story or book.
2. Write a descriptive paragraph underlining favorite phrase.
3. List sensory words to fit the season or holiday.
4. Write a paragraph using a personally troublesome verb family.
5. List adverbs which tell how a person may speak or move.
6. Read composition to friends to improve sentence sense.
7. Choose most interesting sentence from a friend's creative work.
8. Use one or more newly studied words in a paragraph.
9. Develop a factual report from a two to three level outline.
10. Rewrite a story in first person.
11. Substitute pronouns from third person to first person.
12. List steps in order to perfect personal or group project.
13. Keep personal spelling word list.
14. Make list of synonyms for hit, run, said, etc.
15. Prepare a book list and authors.
16. List pronouns found in a paragraph; then list the antecedents of each pronoun.
17. Describe a tree or shrub as the seasons change.
18. Draw pairs of pictures to illustrate homonyms.
19. List nationalities who have immigrated to the United States.
20. Write haiku, cinquain, diamante (for latter see Elementary English May, 1969, pp. 588-589).

## LEVEL SIX

At Level Six, children should be encouraged and helped to make their writing more clear, concise, and effective. If they have been guided through the composing process (see page ) many times, most should be able to organize, by thinking through a subject, to write a rough draft; to proofread, edit, and revise; and to prepare a final draft. Much emphasis needs to be placed on self-evaluation; teacher evaluation is more important in discovering what skills have not been mastered and in planning individual and group needs than in determining a grade on a writing assignment. Reference to skills taught at preceding levels is necessary to determine those which need further teaching. Handwriting continues to need direct teaching and refinement.

A. Objectives

1. To write for the purpose of developing effective expression by mastering th following mechanics:
    a. Spelling:
        1) To spell correctly most words used in written work
        2) To use dictionary for words unable to spell
    b. Punctuation:
        1) Colon:
            A. To introduce a list or series of words
            B. To use after the salutation of a formal letter
        2) Comma:
            A. To use comma before conjunction
            B. To express an appositive

            3) Quotation marks:
                A. To use around titles, stories, poems
                B. To use when mentioning articles and chapters
            4) Hyphen:
                A. To use hyphen in dividing words at end of line
                B. To write hyphenated words
        c. Capitalization:
            1) To begin each important word in the name of a religion, or its followers, of its special organizations and building, of who is worshipped in it, and of any of its sacred writings
            2) To begin the names of the highest ranking officers in our nation's government
        d. Sentence Structure:
            1) To write the four kinds of sentences:
                A. Imperative
                B. Declarative
                C. Interrogative
                D. Exclamatory
            2) To identify the component parts of a sentence:
                A. Simple subject
                B. Simple predicate
                C. Compound subject
                D. Compound predicate
            3) To do simple diagramming as a visual aid to understanding the sentence:
                A. Simple sentence
                B. Simple sentence with compound subject or predicate or both
    2. To identify and use correctly parts of speech in written work:
        a. Verb:
            1) Past tense
            2) Past participle
            3) Future tense
        b. Adjective:
            1) To differentiate between descriptive and limiting adjectives
            2) To write the comparison of adjectives
        c. Adverb:
            1) To be able to define and identify adverbs of manner, time, place, degree
            2) To use adverbs in written work
        d. Pronouns:
            1) To use the pronouns I, he, she, we, and they as parts of compound subjects
            2) To use I, he, she, we, and they after verbs that express state of being
            3) To use the pronoun I, he, she, we, or they after the word than when comparing two people or groups of people
            4) To use the pronouns who or that instead of which when referring to people
        e. Conjunction:
            1) To learn that conjunctions are used to connect similar parts of a sentence
            2) To identify conjunctions in written work
        f. Preposition:
            1) To use prepositions to show relation between a noun or a pronoun and some other word or groups of words in a sentence
            2) To use prepositions in written work
        g. Interjection:
            1) To be able to recognize an interjection as an exclamation thrown in without grammatical connection; e.g., ah!, lo!
            2) To use interjections for effective results
    3. To write and evaluate a paragraph to the level of one's achievement for:
        a. Mechanics which have been taught (see sequence)
        b. Form and organization
        c. Value of content (purpose)
        d. Style (creative)
    4. To write in terms of main ideas and supporting details by:
        a. Use of notes
        b. Summaries
        c. Use of two or three topic outline
        d. Transitional words
    5. To use vivid words to convey sense impression in oral and written work which are:
        a. Emotionally effective and persuasive
        b. Graphic or descriptive
    6. To maintain and extend a choice of exact words for accurate and clear expression of ideas:
        a. Words with shaded meanings
        b. Widely used expressions
        c. Etymology
    7. To write genre in simple form as it becomes a part of the on-going class activities by:
        a. Letters
        b. Stories
        c. Poetry
        d. Reports
    8. To be able to identify types of communication which are essential in world affairs:
        a. Written agreement (letters)
        b. Oral Compromises
        c. News releases
        d. Propaganda

B. Suggested Activities

    1. Prepare notebook listing individual errors in spelling words in written work and in various subject areas.

2. Write a paragraph using the four kinds of sentences. Read the paragraph aloud leaving out all adjectives.
3. Select a favorite descriptive paragraph and list the adjectives in it.
4. Show by illustrating in original sentences the different ways an adverb can be used.
5. Choose a game for teaching or reviewing grammar taught.
6. Make outline for a story you plan to write.
7. Write a short story using appropriate words; proofread it for content and form.
8. In a science or social studies class take notes on important points; then summarize notes.
9. Write a business letter to a country in South America requesting information about that country.
10. Present a report to the class on a subject of interest.
11. Write a social letter to a friend who has moved to a distant town.
12. Express your opinion in a written report as to why constant communication between nations is very beneficial.
13. Solve crossword puzzles.
14. Review a motion picture, radio or television program, a newspaper or magazine article.
15. Write commercials for the class.
16. Write a poem of your own on one of the topics you choose.
17. Write a short paragraph telling why you think critical listening is important.
18. Invite a friend to a school event or party. Proofread what you have written and recopy correcting mistakes.
19. Pretend you are exploring an enchanted garden. Use your imagination to describe some of the wonderful things you notice about it.
20. Write imaginary headlines; check capitalization.
21. Keep a diary; learn to record events by using short sentences.
22. Read a problem story and let students write their solution to the problem.
23. Write haiku, cinquain, diamante (for latter see Elementary English, May 1969, pp. 588-589).

## LEVEL SEVEN

Composition done in Level Seven is confined chiefly to the introduction of notetaking, simple basic outlining, sentence structure (simple) and the development of stories relating to personal experiences.

Grammar is to be taught in conjunction with and within the context of composition skills. Grammar, then, should be taught according to the needs and deficiencies of the students as exhibited in their writing.

A. Objectives

1. To be able to write the following four types of simple sentences with complete grammatical accuracy:
   a. Declarative
   b. Imperative
   c. Interrogative
   d. Exclamatory
2. To be able to write complete sentences in all types of written work, with the exclusion of note taking and outlining
3. To be able to derive from the dictionary the following information:
   a. Correct spelling
   b. Syllabication
   c. Pronunciation
   d. Part of speech and derived words
   e. Etomology
4. To construct an outline which is concise and informationally complete on the following items:
   a. An assigned reading selection
   b. Material selected for a report
   c. Material given orally to be written in the form of notes
5. To be able to organize an individual and group report of one to two pages, including the following:
   a. Use of one main source and two supplementary sources
   b. Information written initially in outline form
   c. Condense and combine outline into good composition form
   d. Originally phrase all material (no verbatim copying)
6. To be able to write a paragraph in logical order:
   a. Begin with a topic sentence
   b. The following sentences have specific relation to the topic sentence
   c. The final sentence acts as a concluding thought
7. To be able to write creatively in any form, using experience (direct or vicarious) as a stimulus
8. To be able to identify and use the following grammatical elements with accuracy in written work:
   a. Grammar (See Lesson Patterns)
      1) Phrases
         A. Prepositional
         B. Parenthetical
         C. Adjective
         D. Adverb

2) Plurals and possessives:
   A. Nouns        B. Pronouns
3) Nouns:
   A. Common
   B. Proper
   C. Collective
   D. Use   subject of a verb, object of a verb or preposition
4) Pronouns:
   A. Singular
   B. Plural
   C. Object pronouns
   D. Subject pronouns
   E. Agreement with antecedent
5) Verbs:
   A. Simple
   B. Compound
   C. Helping
   D. Linking
   E. Agreement of subject and verb
   F. Used as simple predicate
6) Adjectives and adverbs:
   A. Used as modifying words
   B. Introduction to degrees of comparison
7) Conjunction and interjection

b. Mechanics:
   1) Appearance
   2) Format (margins, etc.)
   3) Use of capital letters
   4) Punctuation:
      a) End marks
      b) Comma rules (eight are reviewed at this level)
      c) Apostrophe
      d) Quotation marks
   5) Spelling:
      a) Roots, prefixes, suffixes
      b) Singular and plural (changes involved)
      c) Dictionary use
   6) Simple outlining (single word)

c. Writing skills:
   1) Sentence fragments and run-ons
   2) Agreement of subject and verb:
      a) Number        b) Tense
   3) Correct usage of verbs (introduce the conjugation of verbs):
      a) Principal parts        b) Regular and irregular
   4) Common errors:
      a) To, too, two
      b) Know, now, no
      c) Loose, lose
      d) Its, it's
      e) Their, they're, there
      f) Your, you're
      g) Knew, new
      h) Whose, who's

d. Diagramming as a visual aid

e. Compile reports of two to three pages as a writing exercise to prepare students for more advanced writing ("research" papers of more than three pages are discounged at this level)

B. Suggested Activities:

1. Composition (see Lesson Patterns):
   a. Short narrative, expository, and descriptive papers
   b. Descriptions of persons, places, and events which have personal meaning b the student (own experiences)
   c. Letters-friendly and business (review)
   d. Introduction to paragraphing and good composition form:
      1) Introduction        2) Body        3) Conclusion
   e. Drill on writing the four sentence types.
   f. Creative Writing:
      1) Poetry:
         A) Haiku
         B) Cinquain
         C) Lyric
         D) Ballad
      2) Descriptive paragraphs of:
         A) Characters        B) Scenes

## LEVEL EIGHT

At Level Eight students should become increasingly more aware of the requirements of a well-structured paragraph and should have many opportunities to demonstrate this awareness by planning, organizing, and writing paragraphs.

Outlining and notetaking skills should be strengthened at Level Eight.

Creative writing should be a positive learning experience. Too rigid marking with the red pencil tends to inhibit the child's creative attempts and discourage him from future attempts. Self-evaluation through proofreading, editing, and revising skills should continue to be emphasized and required.

A. Objectives

1. To write a well-structured paragraph, containing all of the essential elements therein:
   - a. Topic sentence
   - b. Varied sentence structure
   - c. Summary sentence
   - d. Grammatical accuracy
   - e. Logical order of sentences
   - f. Inclusion of only relevant material
   - g. Use of transitional sentences
2. To use the techniques of notetaking which enable the student to record the main points of a lecture given at normal speaking rate:
   - a. Listening for and recording main points
   - b. Listening for and recording main supporting points
   - c. Use of outlining (See Level Seven)
3. To write acceptable letters of all types:
   - a. Business
   - b. Job application
   - c. Thank you notes
   - d. Friendly
   - e. Letters of inquiry
4. To use a dictionary to find the following:
   - a. Derivation of words
   - b. Synonyms
   - c. Antomyms
   - d. Homonyms
5. To use the following techniques to organize and write a short paragraph:
   - a. Organizing and collecting thoughts
   - b. Using correctly the rules of grammar, usage, and punctuation which have been studied through Level Eight
   - c. Proofreading for errors in mechanics
   - d. Revising first draft
6. To write these types of paragraphs after having studied two or more good literary examples of each:
   - a. Descriptive passage
   - b. Narrative sketch
   - c. Character sketch
7. To be able to identify and use the following grammatical elements with accuracy in written work:
   - a. The sentence:
     - 1) Subject and predicate:
       - a) Simple
       - b) Compound
     - 2) Diagramming of sentences:
   - b. Noun:
     - 1) Review of common and proper nouns
     - 2) Use:
       - a) Subject of verb
       - b) Objective complement
       - c) Object of preposition
       - d) Predicate nominative
   - c. Pronouns:
     - 1) Kinds:
       - a) Personal
       - b) Demonstrative
       - c) Relative
       - d) Reflexive
       - e) Possessive
     - 2) Case:
       - a) Nominative
       - b) Objective
       - c) Possessive
     - 3) Use:
       - a) Predicate nominative
       - b) Subject of verb
       - c) Objective complement
       - d) Object of preposition
   - d. Adjective:
     - 1) Common
     - 2) Proper
     - 3) Modifiers
     - 4) Degrees of comparison
   - e. Verbs:
     - 1) Regular and irregular
     - 2) Transitive and istransitive
     - 3) Use:
       - a) Action
       - b) Helping
       - c) Linking
     - 4) Agreement in number and tense

- f. Adverbs:
    - 1) Modifiers of adjective, verbs, or other adverbs
    - 2) Position in diagramming (as visual aid only)
    - 3) Degree of comparison
- g. Preposition:
    - 1) Relation
    - 2) Recognition
- h. Conjunction:
    - 1) Kinds:
        - a) Coordinating  b) Correlative  c) Subordinating
    - 2) Use:
        - a) Connect words, phrases, and clauses
        - b) Introduce subordinate clauses
- i. Interjection
- j. Phrase:
    - 1) Kinds:
        - a) Prepositional  c) Adverb  e) Appositive
        - b) Adjective  d) Participial  f) Verb
- k. Clause:
    - 1) Kinds:
        - a) Adjective  b) Adverb  c) Noun
    - 2) Type:
        - a) Dependent (subordinate  b) Independent (main)

8. To master the following rules of mechanics and writing skills in written work:
- a. Mechanics:
    - 1) Punctuation:
        - a) Further mastery of use of commas
        - b) Mastery of quotation marks, hyphens, and colons
    - 2) Spelling:
        - a) Roots, prefixes, suffixes
        - b) Word origin
        - c) Recognition and correction of errors
        - d) Syllabication
- b. Writing skills:
    - 1) Writing complete sentences with verb and subject in agreement
    - 2) Writing paragraphs using topic sentence
    - 3) Correct usage of verbs:
        - a) Principal parts of regular and irregular verbs
        - b) Conjugation (six tenses)
    - 4) Correct use of pronouns:
        - a) Subject
        - b) Object
        - c) Possessive
    - 5) Correct use of modifiers:
        - a) Adjective
        - b) Adverb
        - c) Correct placement

B. Suggested Activities
1. Composition (see Lesson Patterns):
- a. Short narrative paragraphs using own experiences:
    - 1) Introduction of topic sentence in paragraph building
    - 2) Variety in sentence structure
    - 3) Writing transitional sentences
- b. Letter writing review:
    - 1) Friendly letters
    - 2) Business letters
    - 3) Social notes
- c. Written reports:
    - 1) Outlining
    - 2) Taking notes
    - 3) Writing and revising
    - 4) Correct listing of source material (avoid plagiarism)
- d. Language skills:
    - 1) Recognition and use of topic sentences in paragraphs
    - 2) Recognition and use of sentences according to kind and structure
- e. Creative Writing:
    - 1) Daily journal - to give students the habit of writing deep and personal thoughts
    - 2) Descriptive sketches
    - 3) Narrative sketches
    - 4) Charactive sketches
    - 5) Activities for enrichment for superior groups:
        - a) Short story
        - b) Poems (Haiku, cinquain, lyric, ballad)

## LEVEL NINE

The mastery of grammar, the topic sentence, paragraphs, and the outline at this level are taught through the writing of compositions--expository, narrative, descriptive (people and places), and friendly and business letters.

It is at this level that the students make more detailed use of the library facilities by continued practice in the use of the card catalog, Reader's Guide, Facts on File, etc. through specific assignments.

The continued encouragement of creative writing is recommended at this level.

A. Objectives

1. To identify, differentiate, and write correct structural mechanics, correct usage of verbs, nouns, pronouns, and modifiers in written composition as studied through Level Nine:
    a. Description
    b. Expository
    c. Narration
    d. Letters (friendly and business)
    e. Outlining
    f. Creative writing
2. To write and list a bibliography correctly so that borrowed material is completely recognized and documented
3. To take legible notes which can be interpreted by the notetaker
4. To list unfamiliar and obsolete words found in reading and writing experiences and to learn their etymology

B. Suggested Activities

1. Composition (see Lesson Patterns):
    a. Introduction to good notes and bibliography
    b. Further practice in use of library facilities for locating resource materials, (use of Reader's Guide, etc.)
    c. Proofread, edit, and revise compositions and reports
    d. Write short expository themes (emphasis on short, in-class themes)
    e. Practice in writing business letters, friendly letters, and social notes
    f. Practice in creativity by composing cinquain and Haiku and other types of verse
2. Language skills:
    a. Recognition of sentences according to:
        1) Kind (declarative, imperative, interrogative, exclamatory)
        2) Structure (simple, compound, complex, compound-complex)
        3) Topic sentences in paragraphs
    b. Recognition and use of related ideas in paragraphs
    c. Recognition and use of continuity of thought
    d. Recognition and use of various kinds of clauses and phrases
    e. Recognition and use of verbals
    f. Recognition and use of varied sentence structure
    g. Recognition and use of spelling, grammatical, and mechanical errors
3. Content:
    a. Grammar (see Lesson Patterns):
        1) Recognition of parts of speech
        2) Use of parts of speech by using diagrams as visual aids
        3) Recognition of clauses:
            a) Main clause:
                Function
                Introduction of by part of speech
            b) Subordinate clause:
                Function
                Introduction by what part of speech
            c) Kinds:
                Adjective
                Adverb
                Noun
4. Recognition of phrases:
    a. Prepositional
    b. Phrases used as adjective
    c. Phrases used as adverbs
    d. Participial phrases }
    e. Gerund phrases } Introduced as questions arise--not to expect mastery
    f. Infinitive phrases }
5. Nouns:
    a. Kinds
    b. Uses
    c. Formation of plurals and possessives
    d. Cases of nouns
6. Pronouns:
    a. Declension
    b. Uses
    c. Agreement of pronoun and antecedent
    d. Case of personal and relative pronouns

7. Verbs:
   a. Agreement of subject and verb
   b. Correct parts:
      1) Principal parts
      2) Voice (active and passive
      3) Tenses
      4) Transitive and intransitive
      5) Inflection (conjugation)
   c. Trouble verbs, e.g.; lie, lay; sit, set; rise, raise
8. Modifiers — Students' papers can serve as models:
   a. Recognition of adjectives
   b. Recognition of adverbs
   c. Dangling modifiers
   d. Misplaced modifiers
   e. Prepositional phrases as modifiers
9. Organization:
   a. Outlines
   b. Sequence
   c. Proofread, edit, correct
10. Spelling:
    a. Roots, prefixes, suffixes
    b. Word derivation
    c. Sources (dictionary, thesaurus, etc.)
11. Vocabulary:
    a. Spelling
    b. Meaning
    c. Correct usage
    d. Sources available for homonyms, synonyms, antonyms
12. Handwriting--insistence that handwriting be legible

## LEVEL TEN

Writing on Level Ten is chiefly descriptive and expository with some guided experiences in the writing of dialogue, narration, and verse. Special emphasis is given to the study of the characteristics and development of each basic element in paragraph construction (topic sentence, details, transitional expressions, and conclusion). Students learn to combine these elements in an organized, three-step writing procedure (preparation, writing of drafts, and revision). Effective sentence style is studied in regard to word order and to varying sentence beginnings. Diagnostic and mastery tests are combined with programed materials to enable students to review and re-learn grammatical elements studied at previous levels. Attention is also given to the levels of language (usage) and the word choice (diction).

### A. Objectives

1. To be able to vary sentence style in written work by using the following:
   a. Word order:
      1) Natural (subject-verb)
      2) Inverted (verb-subject)
      3) Periodic (most important word or phrase placed at end)
   b. Sentence beginning:
      1) Dependent clauses
      2) Phrases
      3) Single-word modifiers
      4) Verbals
      5) Noun clauses
2. To be able to organize and write 300-500 word paragraphs by combining the following sequence of objectives:
   a. To write effective topic sentences which include:
      1) Subject (limited in terms of a one-paragraph development)
      2) Attitude (of writer toward subject)
      3) Restriction of subject and attitude in terms of time and place
   b. To identify and write the two main types of details:
      1) Specific
      2) Concrete
   c. To organize and write details by the following methods:
      1) Sub-topics
      2) Comparison
      3) Contrast
      4. Elimination
      5. Chronological order
      6. Order of importance
   d. To use transitional words and phrases necessary for clarity and unity in a paragraph:
   e. To identify and write various types of paragraphs according to purpose;
      1) Expositive
      2) Argumentative
      3) Descriptive
      4) Narrative
   f. To write effective concluding sentences

g. To develop an organized procedure in writing a paragraph by using the following steps:
    1) Select a subject and determine purpose.
    2) Write a topic sentence limiting the subject in terms of time, place, attitude, and length of treatment (300-500 words).
    3) List all pertinent details which relate to subject and attitude.
    4) Organize and write details in outline form.
    5) Write concluding sentence.
    6) Write first draft of paragraph by writing details in sentence form and by using transitional words and expressions to achieve unity and coherence.
    7) Proofread and revise first draft.
    8) Write second draft according to adopted manuscript form.
    9) Revise second draft as teacher's evaluation indicates.

3. To be able to identify and use correctly all elements of grammar and usage studied at previous levels by use of:
    a. Diagnostic tests
    b. Individualized programed materials
    c. Mastery tests
4. To improve diction in writing by differentiating word meanings:
    a. Denotation and connotation of individual words
    b. Nuances of connotations in words used as synonyms (e.g., stout, plump, fat, thin, slim, svelte, etc.)
    c. Levels of usage:
        1) Standard:
            Formal
            Informal (slang, colloquialisms)
        2) Nonstandard

B. Suggested Activities:

1. Short expository papers (progressing form one to five paragraphs):
    a. Personal reaction to persons, places, and things
    b. Description of persons, places, and things
    c. Personality sketches (from life or reading)
    d. Autobiographies (to be given to counselors)
    e. Opinions supported by reasons
    f. Explanations of processes
    g. Letters--social and business
    h. Critical reviews of books, movies, television programs, and song lyrics
2. Short creative papers (depending on time and abilities of groups):
    a. Imaginary character sketches
    b. Verse (limericks, haikus, cinquains, ballads)
    c. Dialogues written as "Skits" (could be a group project and taped or presented orally by students)
    d. Short, short stories
3. Use of overhead projector and transparencies to:
    a. Introduce subject matter for writing assignments
    b. Present examples of good and poor writing
    c. Study effective writing techniques
4. Use of mimeographed copies of students' writing for examination
5. Use of recorded comments about students' writing on tape to allow individual students to listen to the evaluation by means of earphones.
6. Use of student committees to evaluate themes
7. Use of notebooks by students to record notes, spelling errors, vocabulary, etc.
8. Use of individual file folders to keep all written work of students
9. Use of essay questions in unit, quarter, and semester tests
10. Use of diagnostic and mastery tests, and individualized programed materials to master all elements of grammar and usage studied at previous levels.

## LEVEL ELEVEN

Writing done on this level follows definite steps of composition which encourage the logical and critical thinking and writing process: reading and discussing; planning and organizing; writing the first draft; proofreading, editing and evaluating (according to the purpose for writing and to the assignment); rewriting, and filing for future reference. Continued stress is placed on expository writing.

A. Objectives

1. To be able to vary sentence structure through the use of grammatical constructions such as:

    - a. Varied sentence lengths
    - b. Subordination
    - c. Phrases
    - d. Appositions
    - e. Word placement for emphasis
2. To be able to write paragraphs in which coherence is gained by the following development of details:
    - a. Time
    - b. Space
    - c. Classification
    - d. Definition
3. To be able to identify and to use in written work the following grammatical devices:
    - a. Participles
    - b. Gerunds
    - c. Infinitives
    - d. Agreement of subject and verb and pronoun and antecedent
    - e. Parallelism
4. To be able to use the organization and development of the paragraph in writing papers of three to five paragraphs in which transitional devices and the three-point enumeration techniques are used:
    - a. Introduction--theme sentence and three sub-topics
    - b. Development of three sub-topics in individual paragraphs
    - c. Conclusion
5. To be able to write a precis or a summary of a literary work, such as a poem, short story, or essay, that is one-fourth to one-third the length of the original; that states the main idea first; that uses only the authors' ideas; and that gives the supporting ideas the same emphasis they had in the original
6. To be able to write longer papers based on the organization and development in Objective 4 on such topics as:
    - a. The study of American Literature
    - b. Individual reading
    - c. Individual experiences or opinions
7. For the above-average student to be able to use footnoting, quoting, and bibliographic form in an investigative, informative, or critical paper of no less than three pages
8. For the above-average student to write a three to five paragraph critical paper based on a piece of literature which has been discussed in class with regard to:
    - a. Style b. Tone c. Theme d. Plot e. Characterization

B. Suggested Activities:

1. Frequent expository papers which demonstrate skill in handling thinking processes, techniques of rhetoric, and mechanics taught at former levels with refinement and increased maturity
2. Use of topics which relate to:
    - a. Study of American Literature
    - b. Individual reading
    - c. Individual experiences or opinions
3. Various types of writing experiences:
    - a. Paragraphs showing cause and effect relationships
    - b. Several paragraphs of persuasion in which a student supports his stand on an issue by inductive or deductive reasoning
    - c. Paragraphs of extended definition
    - d. Paragraphs in answer to questions on any essay type of examination
    - e. Several paragraphs explaining a process in logical or step-by-step order
    - f. Several paragraphs giving facts to support a generalization
    - g. Paragraphs analyzing a brief piece of literature from standpoint of mood, style, or point of view
    - h. Essays of personal opinion avoiding common fallacies of logic and reasoning
    - i. Precis and summary writing based on literary works
    - j. Paragraphs of description pertaining to people, places, or things with appropriate organization (spatial or analytical)
4. Investigative paper as group or individual projects (recommended for superior groups only):
    - a. Subject limited sufficiently to permit proper handling by student
    - b. Research sources carefully selected and limited
    - c. Borrowed materials correctly documented
    - d. Bibliographies prepared according to standard methods
5. Socio-drama as a stimulator for writing personal opinions about common problems
6. Miscellaneous Activities:
    - a. Individual conferences are essential; use time during free reading period (could be scheduled one day each week depending on group).
    - b. Use essay test to reinforce the techniques of logical and critical thinking and writing.
    - c. Assign a minimum of one writing assignment every two weeks.
    - d. Allow students to share one another's writing by mimeographing samples, both good and bad.
    - e. Use overhead projector to show various aspects of the writing process.
    - f. Keep a file of students' writing.
    - g. Correct papers through the use of a tape recorder.
    - h. Use samples of good writing and of professional writing as models for students to follow.

## LEVEL TWELVE

On this level the chief concern is teaching students to realize that the unification of ideas and the means of expressing ideas are equal and necessary parts of the thinking process. Practice in the thinking process evolves from reading and much expository writing of which critical analyses are the most important. Investigative reports based on library work, argumentative and persuasive themes may also be part of the writing program.

Creative writing--verse, one-act plays, short stories--may be a part of the over-all writing experience.

### A. Objectives

1. To be able to write a critical essay--an analytical theme which includes a value judgment on a literary work--of five to eight paragraphs consisting of:
    a. Introduction--title, author, main points listed
    b. Supporting/developing paragraphs (minimum of three)
    c. Conclusion
    d. Transitions:
        1) Repetition of key idea
        2) Repetition
        3) Use of such transitional phrases as: similarly, however, furthermore, on the other hand, etc.
    e. Varied sentence lengths
    f. Parallelism
    g. Balanced sentences
    h. Complex sentence structure:
        1) Inverted order--reverse arrangement of sentence elements to achieve emphasis
        2) Elliptical--economy of expression; omission of superfluous elements
        3) Periodic--complex sentence in which principal clause comes last
    i. Words and phrases in emphatic position
    j. Formal word usage, diction, tone
2. To be able to write each of the following types of expository themes consisting of one to five paragraphs:
    a. Analysis
    b. Definition
    c. Process
    d. Deduction
    e. Induction
3. To be able to write a three to five page informative paper in which there is a minimum of two to three quotations, five footnotes, and five secondary sources, which will compose the bibliography
4. To be able to use in writing or speaking in two or more ways one-half of the words found in either the vocabulary text for that particular group or the vocabulary section in the composition book

### B. Suggested Activities

1. Of paramount importance is the critical paper. Extensive development of the critical paper must be made on Level Twelve. Either short papers or longer compositions need to be assigned. These papers must analyze, and may come to a value judgment of literary selections and/or the themes unifying these selections. (See Lesson Plan on Critical Paper).
2. Frequent short papers in addition to several longer compositions (500-1000 words) based chiefly upon subjects related to study in literature which stress:
    a. Sentence rhetoric
    b. Paragraph structure
    c. Planning and organizing
    d. Predication
    e. Subordination
    f. Combination of several sentence patterns
3. Compositions which are designed to demonstrate student ability to:
    a. Compare and contrast
    b. Develop casual and logical relationships
    c. Use analogy, deduction, induction, and argumentation
    d. Definition and explanation
    e. Cause and effect
4. Writing assignments aimed at developing personal style by emulation of models
5. Notebooks kept by students:
    a. Individual errors in usage, spelling, etc.
    b. Instructions for written work
    c. Proofreading symbols to be used by both student and the teacher in critically analyzing written assignments
    d. Word lists and etymological exercises
    e. Cumulative notes on history of English language
    f. Study sheets and duplicated supplementary literary selections
    g. Background reading notes: outline, summary, or other forms
    h. Study notes from films and filmstrips viewed in class
    i. Style sheet
6. Essay tests which require the critical rhetorical and logical tools at students' disposal

7. Short library papers--concerning authors and their works (depending on ability of group)--which necessitate:
    a. Limited subject
    b. Outline
    c. Note cards
    d. Rough draft
    e. Primary and secondary sources
    f. Bibliography and footnotes
    g. Final manuscript form
8. Creative writing planned or voluntary on students' part (commensurate with abilities and talents of students):
    a. Satire
    b. Poetry
    c. Dramatic adaptation of selections studied
    d. Diary and journal
    e. Short story
    f. Allegory
    g. Parody
9. Letters to colleges or training schools requesting information; applying for admission; or making application
10. Papers providing opportunities to experiment with factual and emotional treatment of the same topic
11. Papers which provide opportunities to experiment with figures of speech such as an extended simile
12. Papers which provide opportunities for imitation of a particular writer's style

# SPECIAL AREAS

## SPECIAL AREAS OF LANGUAGE ARTS

The curriculum for specialized areas of Levels Seven, Eight, Nine Ten, Eleven, and Twelve has been designed with the following purposes in mind:

1. To extend and increase students' command of the English language through concentrated and specialized study
2. To explore possible vocational and avocational opportunities and areas of interest
3. To introduce and study the language and culture of non-English-speaking peoples
4. To develop greater ability in reading skills; namely vocabulary expansion, comprehension, and adjustment of rate to purpose of reading
5. To enable students to express their own ideas in a more mature and artistic manner, particularly written expression
6. To relate the language skills to non-fiction writing, especially journalism, through practical experiences (yearbook and newspaper)
7. To afford opportunities for dramatic expression and to develop a sense of responsibility, self-confidence, and poise in relation to those opportunities
8. To gain greater and more proficient speaking skills for the students' personal use

## LEVEL SEVEN

## SPEECH

Speech experiences at this level are to encourage youth in the use of their vocal skills, to reduce their fears, and to aid them in organizing and presenting their thoughts to others in a coherent fashion. Instruction and speaking experience at this level are especially valuable in preventing development of many inhibitions which creep into the older student or adult.

The student at this level is introduced to three basic purposes of speech: to inform, to persuade, and to entertain.

The seventh grade student should be introduced to the basic concepts of speech and drama activities.

### A. Goals

1. To develop poise
2. To control body movement
3. To control fear and stage fright
4. To organize and present thought in a coherent manner
5. To control voice
6. To develop creativity and imagination
7. To aid student recitation in other classes
8. To encourage student participation in extra-curricular activities
9. To point out need for speech skills in every day living
10. To aid student in his social life
11. To encourage development of "well-rounded" personality

### B. Suggested Activities

1. Introduce purpose of class
2. Tools of speech and word formation
    a. Stress listening and hearing
    b. Stress the following of instructions
    c. Establish correct use of voice
    d. Practices in word pronounciation
    e. Appreciation of effective communication
3. Pantomime - to become accustomed to being in front of class
4. Introduce concept of "giving information"
    a. Introductory speech (introduce self or classmate to group)
    b. Describe an object
    c. Describe a process
5. Mechanics
    a. Explanation of basic steps in speech preparation
        1) Audience evaluation
        2) Research
        3) Organization
        4) Rehearsal
    b. Methods of delivery
    c. Evaluation of other speeches
6. Effective use of visual aids
    a. Selection
    b. Preparation
    c. Usage
7. Impromptu speaking - develops skill in "thinking on your feet"
8. Storytelling
9. Basic drama unit
    a. Brief history of drama
    b. Types of plays and acting styles
    c. Theatre terminology
        1) Stage and theatre areas
        2) Personnel in play production
    d. Student acting
        1) Scenes from plays (possibly original)
        2) Impromptu acting
10. Effective use of the telephone
11. Video tape and playback of student speeches

### C. Materials/Resources

1. Speaker's stand
2. Floor microphone
3. Audio and video tape recording systems
4. Recorded speeches (by professionals)
5. Visual aids
    a. Chalk and bulletin boards
    b. Movie and still projectors
    c. Overhead and opaque projectors
    d. Pictures, maps, charts
6. Tables and chairs
7. Dramatic props
8. Stage
9. Library

### D. Evaluation

1. Are students able to face an audience without visible fear?
2. Are students able to improve their oral communication through desirable visible signals?
3. Are students able to communicate orally in a manner which will hold the interest and attention of their audience?
4. Have students demonstrated ability to organize thought?
5. Have students demonstrated creativity?
6. Are students able to criticize each other constructively?
7. Are students aware of the value of effective speech in their everyday living?

# LEVEL EIGHT

## SPEECH

Speech experiences at this level emphasize increased practice in the use of vocal skills learned in Level Seven to better control "stage fright" and more effectively express ideas coherently. Mechanics are reviewed and improvement is sought.

The student is given more experience in the basic speech types: to inform, to persuade, and to entertain.

At this level the student is introduced to the concept of debate in its various forms and the skills necessary to the successful development of a debate brief.

### A. Goals

1. To improve poise
2. To develop self-confidence when before a group
3. To use voice more effectively
4. To improve pronounciation and enunciation
5. To improve organizational skills
6. To encourage creativity and an individual approach to speeches
7. To aid student recitation in other classes
8. To encourage student participation in extra-curricular and community activities
9. To point out speech skills needed in various occupations
10. To aid student in his social life
11. To encourage development of "well-rounded" personality
12. To learn and use the basic principles of parliamentary procedure

### B. Suggest Activities

1. Introduce purpose of class
2. Review mechanics
   a. Steps in speech preparation
   b. Methods of delivery
   c. Speech evaluation
3. Discuss effective use of voice
   a. Volume
   b. Rate
   c. Inflection
   d. Projection
4. Impromptu speaking - numerous experiences
5. Basic debate unit
   a. Introduce "speech to convince"
   b. Introduce concept of debate
      1) Types and forms of debate
      2) Preparation of debate brief
      3) Use of logical arguments
   c. Present debate
6. Broadcasting unit (optional)
   a. Introduce concept of broadcast speaking
   b. Discuss broadcasting background
   c. Record student "broadcasts"
7. Speaking to entertain
8. Concept of "persuasion"
   a. Sales talk
   b. Discussion of political (campaign) speeches
9. Effective interviewing
   a. Interviews to gain main facts
   b. Job interviews
10. Video tape and playback of student speeches
11. Practice conducting business meeting using parliament procedure

### C. Material/Resources

1. Speaker's stand
2. Floor and table microphone
3. Audio and video tape recording systems
4. Recorded speeches and radio broadcasts
5. Visual aids
   a. Chalk and bulletin boards
   b. Movie and still projectors
   c. Overhead and opaque projectors
   d. Pictures, maps and charts
6. Library

## LEVEL TEN

## GENERAL SPEECH

A. Goals

1. To instruct in the purpose of speech in a democracy
2. To encourage use of the body in effective oral communication
3. To encourage the use of good diction
4. To develop understanding of the organization and oral presentation of the speech to inform, persuade, and entertain
5. To develop appreciation of good literature
6. To widen general knowledge of literature
7. To improve reading comprehension, vocabulary, and understanding
8. To develop proficiency in projection of meaning through oral interpretation
9. To develop an understanding of the rules of order
10. To provide opportunities to practice the rules of order
11. To foster an understanding of the values of the rules of order in our society
12. To instruct in the values of public discussion and debate in democracy
13. To encourage the use of effective organization for group problem solving
14. To foster an understanding of organized argumentation
15. To develop proficiency in extemporaneous speaking
16. To encourage research into current national and international problems
17. To encourage the critical evaluation of dramatic presentations seen on stage, television, and the movies
18. To instruct in the use of body and voice for better communication
19. To provide practical situations in which students can act
20. To develop poise

B. Suggested Activities

1. Public speaking:
    a. Introduction to speech:
        1) What is speech?
        2) Where does speech come from?
        3) Speech is democracy
            a) Leaders in democracy must be effective speakers
            b) Speaking is important in competitive society
    b. The use of the body
        1) Pantomime
        2) Gesture
            a) Natural gesture
            b) Posture
            c) Facial expression
    c. The use of the voice
        1) Diction
            a) Articulation
            b) Enunciation
            c) Pronunciation
        2) Volume
        3) Pitch
        4) Rate
        5) Quality
2. The speech to inform:
    a. Construction
        1) Content
        2) Organization
        3) Phraseology
        4) Projections
    b. Elements of effective presentation
        1) Purposeful
        2) Easily understood
        3) Free of mannerisms
        4) Elicit desired response
3. The speech to entertain:
    a. Construction
    b. The psychology of persuasion
    c. Elements of effective presentation

C. Oral Interpretation of Literature

1. Introduction of oral interpretation:
    a. What is oral interpretation?
    b. Why study oral interpretation?
    c. What are some examples of oral interpretation heard in life?
2. Intrepretation of poetry:
    a. Phrasing
    b. Timing
    c. Stress
    d. Projection of meaning
3. Interpretation of prose:
    a. Phrasing
    b. Timing
    c. Stress
    d. Projection of meaning

D. Parliamentary Procedure

1. Instruction in the rules of order:
    a. Motions
    b. Duties of officers
    c. Rules of order in democracy
2. Practice of rules of order:
    a. Mock meeting to plan an organization
    b. Making of constitution and by-laws
    C. Mock meeting on controversial issues

E. Public Discussion and Debate

1. Public discussion:
    a. Types of discussion
        1) The panel
        2) The symposium
        3) The group discussion
    b. Organization for effective discussion
        1) Duties of the leader
        2) Duties of the members
        3) Organization of discussion
    c. The discussion of current problems
        1) The open forum panel on specific issues
        2) The group discussion of specific issues
2. Debating:
    a. Introduction to debating
        1) The difference between discussion and debate
        2) Debate and formulation of public opinion
        3) Debate in a democratic society
    b. The make-up of a debate
        1) Team members
        2) Proposition
        3) The brief
        4) The issues
        5) The direct clash
        6) Evidence
        7) The stock issues
        8) Refutation
    c. The debate speech
        1) Organization
        2) Duties of speakers
        3) Rebuttal
    d. The debate
        1) The selection of the proposition
        2) The research for debate
        3) The card file
        4) The debate in practice

F. Dramatics

1. Introduction to dramatics:
    a. Dramatics in our world
        1) Movies
        2) Television
        3) Stage
        4) Critical evaluation of dramatic productions
    b. History of drama
        1) Development of theatre
        2) Physical theatre
        3) Dramatic literature
    c. Types of drama
        1) Comedy
        2) Tragedy
        3) Farce
        4) Melodrama
    d. Acting
        1) Stage position
        2) Movement
        3) Voice
    e. Composition of the stage
        1) Grouping
        2) Properties
        3) Costumes
        4) Lighting
        5) Tableau and pantomime
    f. Dramatic production
        1) Drama reading
        2) Duet acting
        3) One act play

G. Materials

Hedde and Brigance, THE NEW AMERICAN SPEECH
Lee, Charlotte, ORAL INTERPRETATION
Parish, L., READING ALOUD
Cosgrove, SCENES FOR THE STUDENT ACTOR
Periodicals
Records
Tapes
Various One and Three Act Plays
Films
Filmstrips
Bronstein, THE PRONUNCIATION OF AMERICAN ENGLISH

## CURRICULUM ADDENDUM

## AMERICAN PRONUNCIATION - PHONETICS

A. Goals (in addition to the goals for general speech)

1. To instruct in the physiology of the speech mechanism
2. To study the theory of acceptance pronunciation
3. To acquaint students with the International Phonetic Alphabet
4. To encourage critical evaluation by the students of their own and other pronunciation patterns

B. Activities

1. Reproduction of:
    a. Consonants of the I.P.A.
    b. Vowels of the I.P.A.
2. Distribution of work sheets (see department chairman)

## LEVEL ELEVEN

## DRAMA - DRAMATICS

**A. Goals**

1. To aid in social development through:
   a. Studies in oral reading of literature
   b. Pantomime
   c. Acting
2. To develop an appreciation of theatre art
3. To develop an appreciation of literature of the theatre
4. To develop the imagination
5. To develop empathy
6. To train the student in ways the body may be used more effectively on stage and to gain poised self-assurance before people
7. To develop enrichment of the voice

**B. Activities**

1. The theatre and stage unit:
   a. Goals of the theatre and stage unit
      1) To acquaint the student with areas of the stage
      2) To acquaint the student with general theatre floor plan
      3) To acquaint the student with personnel of theatre
      4) To acquaint the student with stage movement
   b. Activities of theatre and stage unit
      1) Discussion
      2) Demonstration
      3) Pantomime (group)
      4) Pantomime (individual)
   c. Materials for theatre and stage unit
      1) Stage model and theatre diagrams
      2) Platform stage in classroom
   d. Resources for theatre and stage unit
      1) Text book
      2) Library resources
      3) Magazine clippings
   e. Evaluation of the theatre and stage unit
      1) Has the student gained an acquaintance with the area of the stage?
      2) Has the student gained an acquaintance with theatre floor plan?
      3) Has the student become familiar with duties of theatre staff?
      4) Has the student become familiar with simple stage movement?
2. History of theatre unit:
   a. Goals of history of theatre unit
      1) To acquaint the student with the ancient Greek stage
      2) To acquaint the student with ancient Roman stage
      3) To acquaint the student with Commedia dell "Arte"
      4) To acquaint the student with the Elizabethan stage
      5) To acquaint the student with Restoration and Eighteenth Century stages
      6) To acquaint the student with the Modern Drama Movement
      7) To acquaint the student with outstanding figures in theatre history
   b. Activities of the theatre history unit
      1) Report making
      2) Discussion
      3) Demonstration
      4) Lecture
   c. Materials for the theatre history unit
      1) Models of historical stages
      2) Films and film strips
      3) Newspaper and magazine clippings
   d. Resources for history of theatre unit
      1) Does the student understand the ancient Greek stage?
      2) Does the student understand the ancient Roman stage?
      3) Does the student understand the Commedia dell "Arte"?
      4) Does the student understand the Elizabethan stage?
      5) Does the student understand the stages of the Restoration and the Eighteenth Centuries?
      6) Does the student understand the Modern Drama Movement?
      7) Does the student know of some outstanding figures in theatre history and their contributions?
3. Oral reading of literature:
   a. Goals of the oral reading unit
      1) To acquaint the student with the dramatic form
      2) To develop critical appreciation of reading
      3) To acquaint the student with stage speech
   b. Activities of the oral reading unit
      1) Discussion
      2) Listening and evaluating
      3) Oral reading of drama

c. Materials for the oral reading unit
    1) Tape recorder
    2) Recordings of professional readers
d. Resources
    1) Acting editions of plays
    2) Library resources
e. Evaluation of the oral reading unit
    1) Is the student acquainted with the dramatic form?
    2) Does the student have an understanding of stage speech?
    3) Does the student know which readings are best?

4. Acting unit:
    a. Goals of the acting unit
        1) To increase understanding of stage movement
        2) To acquaint the student with his relationship to others on stage and to the audience
        3) To increase understanding of projection of character
        4) To acquaint the student with line memorization
        5) To acquaint the student with tempo and pacing in plays
        6) To acquaint the student with the use of simple properties
    b. Activities for the acting unit
        1) Discussion
        2) Demonstration
        3) Tableaux
        4) Pantomime
        5) Duet acting and/or short scene acting
    c. Materials for the acting unit
        1) Two chairs and one table (prop furniture)
        2) Platform stage
        3) Floor spreads
        4) Assorted small properties (lamps, etc.)
    d. Resources for the acting unit
        1) Acting editions of plays
        2) Library resources
        3) Theatrical, movie and television productions
    e. Evaluation of the acting unit
        1) Have students learned stage movement?
        2) Has the student determined his relationship to others on stage and to the audience?
        3) Has the student learned more about projections of character?
        4) Has the student become acquainted with the terms pacing and tempo and does he apply them?
        5) Did the student accomplish line memorization?
        6) Did the student learn more about the use of stage properties?

5. The play production unit:
    a. Goals of the play production unit
        1) To increase understanding of movement on the stage
        2) To increase understanding of line memorization
        3) To increase understanding of use of stage properties
        4) To increase understanding of relationship to others on stage and to the audience
        5) To acquaint student with the total play production process
        6) To increase understanding of stage speech
        7) To increase understanding of tempo and pacing
        8) To increase understanding of projection of character
        9) To provide an experience for students of all ability ranges to receive the approval of their peers
    b. Activities of the play production unit
        1) Stage direction activities
        2) Acting activities
    c. Materials for play production unit
        1) Stage furniture
        2) Stage hand properties
        3) Sufficient copies of acting editions of assorted one-act plays
        4) Tape recorder
        5) Simple make-up
        6) Stage lights
        7) Curtained stage (not available for classroom)
    d. Resources for the play production unit
        1) Theatrical, movie and television productions
        2) Library resources
        3) Text book
    e. Evaluation of the play production unit
        1) Do students understand movement on the stage?
        2) Did the student learn more about line memorization?
        3) Did the student learn more about the use of stage properties?
        4) Did the student learn his relationship to other actors and to the audience?
        5) Did the student learn the total play production process?
        6) Did the student learn more about stage speech?
        7) Did the student learn more about tempo and pacing?
        8) Did the student learn more about projection of character?
        9) Did the student achieve a meaningful experience before his peers?

6. Co-curricular activities:
Through his experience in dramatics, the student may well develop an interest which will lead to his participation in co-curricular speech and dramatic activities. Such participation is desirable for all students so inclined to further implement the goals fo this curriculum.

C. Materials

1. Tape recorder
2. Films and film strips
3. Curtained stage
4. Theatrical make-up
5. Stage lights
6. Acting editions of one-act plays
7. Stage furniture and properties

D. Resources

1. Library resources
2. Theatrical, movie, and television productions available

## LEVEL TWELVE

## DEBATE

A. Goals

1. To develop organizational skills for effective persuasive speaking
2. To develop use of sound argumentative techniques
3. To develp investigative skills for effective persuasive speaking
4. To develop the use of evidence to establish proof of assertion
5. To develop better citizenship through an understanding of the tools of democracy

B. Suggested Activities

1. The three point speech unit
    a. Goals of the three point speech unit
        1) To review persuasive speaking
        2) To develop organizational skills pre-requisite to debating
        3) To acquaint the student with the use of evidence
        4) To review voice and diction
        5) To develop listening skills
        6) To develop critical judgment of speeches
    b. Activities of the three point speech unit
        1) Class lecture and discussion
        2) Library visit
        3) Diction exercises
        4) The three point speech
        5) Listening and evaluating
    c. Materials for the three point speech unit
        1) Tape recorder
        2) Speaker stand
        3) Visual aids (charts, graphs, etc.)
    d. Resources
        1) Library resources
        2) Radio, television and newspaper editorials
    e. Evaluation
        1) Has the student been reviewed on persuasive speaking?
        2) Has the student developed organizational skills sufficiently for an effective three point speech?
        3) Does the student understand the use of evidence?
        4) Has the student been reviewed on voice and diction?
        5) Does the student understand the value of listening?
        6) Can the student judge a speech and criticize effectively?
2. The public discussion unit
    a. Goals of the public discussion unit
        1) To develop understanding of group problem solving
        2) To distinguish between discussion and debating
        3) To acquaint the student with panel discussion and symposium
        4) To acquaint the student with the national high school debate problem area
        5) To demonstrate that two sides exist in every controversy
    b. Activities of the public discussion unit
        1) Class lecture and discussion
        2) Panel discussion
        3) Listening evaluation
    c. Materials for the public discussion unit
        1) Discussion evaluation forms for individual use
        2) Debate materials provided by the National University Extension Association
    d. Resources for the public discussion unit
        1) Library resources
        2) NUEA debate materials
        3) Textbook

e. Evaluation
   1) Does the student understand that panel discussion and group discussion are problem activities?
   2) Does the student understand the difference between discussion and debating in reaching decisions?
   3) Does the student understand the panel and the symposium?
   4) Does the student know the national high school debate problem area?
   5) Does the student understand that there are two sides to every question?

3. The standard debate unit
   a. Goals of the standard debate unit
      1) To further develop organizational skills
      2) To acquaint the student with elementary debate form
      3) To further develop the use of evidence
      4) To acquaint the student with strategy of argument
   b. Activities of the standard debate unit
      1) Lectures and discussion    2) Debating
   c. Materials for the standard debate unit
      1) NUEA materials
      2) Tape recorder    3) Evaluation forms for individual and group use
   d. Resources for the standard debate unit
      1) Library resources    2) Text book
   e. Evaluation of the standard debate unit
      1) Has the student developed a more sophisticated organization than the three point speech?
      2) Is the student acquainted with elementary debate form?
      3) Does the student understand more about the use of evidence?
      4) Does the student understand strategy as used in debate?
4. The parliamentary procedure and legislative debating unit
   a. Goals of the unit
      1) To develop competent use of the rules of order
      2) To further develop organizational skills
      3) To develop competency in extempore speaking and cross examination
      4) To acquaint the student with democratic law-making procedure
   b. Activities of the unit
      1) Lecture and class discussion
      2) Practice drill in parliamentary motions
      3) Parliamentary debating
   c. Materials for the unit
      1) Duplication materials for practice bills and minutes
      2) Speakers lectern and gavel
   d. Resources for the unit
      1) Library resources
      2) Television, radio and newspaper editorials
   e. Evaluation of the unit
      1) Has the student developed competency in the use of the rules of order?
      2) Has the student further developed his organizational skills?
      3) Can the student speak extemporaneously?
      4) Does the student understand cross examination?
      5) Does the student better understand the law making procedure?
5. Co-curricular activities
   Through his experiences in debating, the student may well develop an interest which will lead to his participation in co-curricular speech and dramatic activities. Such participation is desirable for all students so inclined to further implement the goals of this curriculum.
6. The Logic unit
   a. Goals of the logic unit
      1) To teach the relationship between meaning and symbols
      2) To know the basic theories of communication
      3) To acquaint the student with patterns of reasoning
      4) To distinguish between truth and validity
   b. Activities of the logic unit
      1) Lectures and discussion    2) Constructing syllogisms
   c. Materials
      1) "The Art of Making Sense", Lionel Ruby
      2) The Tolmin Model
   d. Resources for the unit
      1) Library
      2) Textbooks    3) Handouts
   e. Evaluation of the unit
      1) Has the student developed competency in the use of logic?
      2) Can the student distinguish between truth and validity?
      3) Can the student distinguish between symbols and meaning?
      4) Does the student understand the need for logic in the decision making process?

### C. Materials

1. Materials provided yearly by the National University Extension Association through the Missouri State High School Activities Association
2. Time cards
3. Speaker stand
4. Useful films and film strips
5. Tape recorder

### D. Resources

1. Library facilities
2. Television and radio

### E. Evaluation

1. Has the student developed organizational skills needed for effective public speaking?
2. Has the student learned sound argumentation skills?
3. Has the student developed investigative skills needed for effective public speaking?
4. Has the student learned how to use evidence to establish proof of assertion?
5. Does the student understand discussion and debate to be the tools of democracy?

## LEVEL NINE

## LATIN I

Emphasis in First Year Latin centers around the grammatical side of Latin. The memorization of all the endings and how each ending is used in regards to the principles of grammar are taught. This is done by translating stories into good idiomatic English while observing the endings and by changing English sentences into Latin.

### A. Goals

1. To develop the ability to read and write Latin without difficulty
2. To develop the art of speaking Latin
3. To help the student to understand and use English better through the study of Latin
4. To enable the student to increase his vocabulary
5. To teach the student some historical and cultural information to supplement the study of Latin

### B. Suggested Activities

1. Grammar-basic conjugations and declensions are taught
2. Vocabulary building and continuous reviews are constructed into competitive games used for learning devices
3. Sentences-construct sentences using every case in Latin as a guide for future learning
4. Read stories-require the class to listen while one person reads a story which is followed by the translation of the story read
5. Exercises-there are numerous textbook exercises at the end of each chapter

### C. Materials

1. Textbook
2. Mimeograph sheets
3. Workbook
4. English grammar book
5. Movies
6. Books in the library pertaining to Roman life

### D. Evaluation

1. Are students able to read Latin with meaning?
2. Are students able to speak Latin with ease?
3. Are they aware of all the principles of grammar and how they are employed in composing sentences?
4. Did the students learn something about the historical cultural side of Rome?
5. Did the students increase their vocabulary through the study of Latin?
6. Did the student obtain a better understanding of English through the study of Latin?

## LEVEL TEN

## LATIN II

### A. Goals

The immediate goal of Latin II is to further students abilities to read and understand Latin. This can be done by reviewing what has been studied in Latin I and by:

1. Increasing his vocabulary with a knowledge of the prefixes, stems, and suffixes
2. Understanding the idioms and abbreviations
3. Understanding mythological references
4. Increasing his historical background
5. Understanding the political background
6. Understanding additional grammatical structure which for Latin II are:
    a. Subjunctive mood
    b. Sequence of tenses
    c. Deponent and irregular verbs
    d. Gerund and gerundives
    e. Cum descriptive clauses
    f. Purpose clause
        1) Ut purpose
        2) Quo purpose
    g. Result clauses
        1) Of action of main verb
        2) Noun clause of result
    h. Indirect question
    i. Volative clauses
    j. Clauses with verbs of hindering
    k. Clauses of fear
    l. Anticipatory clauses
    m. Subordinate clauses in indirect statement
    n. Quod causal clauses
    o. Conditional clauses
        1) Simple condition
        2) Contrary to fact
        3) Future less vivid
    p. Additional constructions of:
        1) The genitive
        2) The dative
        3) The accusative
        4) The ablative

    q. Reflexive pronoun

### B. Suggested Activities

1. Oral reading of Latin
2. Oral and written translation of Latin
3. Listening to tapes
    a. Recorded in Latin
    b. Recorded in English concerning background material
    c. Latin and English conversations
4. Viewing slides on Rome, Roman Forum, etc.
5. Oral talks on background material

## LEVEL SEVEN

## CONVERSATIONAL SPANISH

### A. Goals

1. Skills
    a. To learn a select and basic vocabulary
    b. To learn a limited number of fundamental structures in Spanish
    c. Develop good study techniques pertaining to language learning
2. Attitudes
    a. To understand "Why we learn a language"
    b. To understand methods of language learning
3. Appreciation
    a. To participate in activities pertaining to culture
    b. To participate in activities pertaining to history

### B. Methods of skills -- Become familiar with basic vocabulary and structure through:

1. Imitation
    a. New phrases, sentences are copied first from teacher, then tapes
    b. Imitation centered around the"core" basic dialogues of a text
2. Recall and use
    a. Repetition and variation through pattern drills
    b. Oral exercises

### C. Methods for attitudes

1. Teacher-led discussion of language learning
2. Student experience of satisfaction by achieving results

D. Methods for appreciation

1. Games
2. Songs
3. Crossword puzzles
4. Que'tal and accompanying record (Elementary reader dealing with background material on the "light side")
5. Student participation - traveling to Mexico, musical talents, etc.

E. Materials and Resources

1. Published and available materials
   a. Text PARA EMPEZAR, Holt Rinehart
   b. Tapes that accompany text
   c. Teacher's manual for text
   d. Que' tal publication of Scholastic Magazine
   e. Record for Que' tal
   f. Song recordings
   g. Maps
   h. Book HORAS ENCANTADAS (Supplementary-teacher only)
2. Teacher made
   a. Choral readings
   b. Crossword puzzles
   c. Scramble word games
   d. Types of bingo
   e. Figure-identification cards
   f. Games
   g. Puppets and realia

## LEVEL EIGHT

## CONVERSATIONAL SPANISH

A. Goals

1. Skills
   a. To continue building a select and basic vocabulary
   b. To expand knowledge of a limited number of structures in Spanish
   c. To master good study techniques pertaining to language learning
      1) Variation of key phrases
      2) Oral exercises
      3) Oral presentations
2. Attitudes
   a. To understand "Why we learn a language"
   b. To understand methods of language teaching
3. Appreciation
   a. To participate in activities pertaining to culture
   b. To participate in activities pertaining to history

B. Methods for skills -- Becoming familiar with basic vocabulary and structure through:

1. Imitation
   a. New phrases, sentences copied first from teacher, later supplemented with tapes
   b. Imitation centered around basic phrases, sentences, and dialogues of a text
2. Recall and use
   a. Repetition plus variation through pattern practices
   b. Oral exercises
   c. Presentations of basic dialogues

C. Methods for attitudes

1. Teacher-led discussion of language learning
2. Student experience of satisfaction by mastering new phrases, etc.

D. Methods for appreciation

1. Games
2. Songs
3. Crossword puzzles
4. Que' tal and accompanying record (Elementary reader dealing with background material on the light side)
5. Student-participation - traveling to Mexico, musical talents, etc.

E. Materials and Resources

1. Published and available materials
   a. Text PARA EMPERZAR, (Conversational Spanish Book)
   b. Tapes that accompany text
   c. Teacher's manual for text
   d. Que'tal
   e. Song recordings
   f. Maps
   g. Supplementary materials from personal file
2. Teacher made
   a. Crossword puzzles
   b. Choral readings
   c. Games
   d. Bingo with numbers, words, pictures
   e. Scramble word games
   f. Puppets and realia

# SPANISH I

## A. Goals

1. Language skills
   a. Aural - Develop the ability to listen carefully to tapes and to teacher pronunciation and to comprehend what is said
   b. Oral - Develop the ability to repeat model words, phrases, and sentences. (Basic sentences of dialogues should be memorized.)
   c. Reading - Develop the ability to comprehend written elementary conversations without reference to English
   d. Writing - Develop the ability to write correctly all previously learned material with emphasis on spelling and punctuation
2. Cultural appreciation
   a. Develop an appreciation of the rich cultural heritage present in the United States due to Spanish influence of the Hispanic peoples

## B. Methods of Procedure for Developing Language Skills

1. Aural activities - the teacher and the tapes shall serve as models for student listening practice. Both the language laboratory and the classroom should be used for listening practice. New material should be presented through the aural method. The teacher should repeat the word, phrase, or sentence several times before asking for student response.
2. Oral activities - Students must learn to correctly repeat model words, phrases, and sentences. Group repetition of models should be followed by individual row repetition and finally individual student repetition. Variations in the phrases and sentences should increase in difficulty as the students progress.
3. Reading activities - Students must be able to read conversations suited to materials learned. New materials should not be introduced in this activity. Comprehension should be immediate and without reference to English.
4. Writing activities - Emphasis should be placed on correct spelling, punctuation, and word order. Only previously learned material should be written.

## C. Methods of Procedure for Developing Language Skills

1. Through the use of classroom materials, students should become familiar with the cultural contributions of the Hispanic world. Vocabulary and idiomatic expressions together with location and setting of conversations can serve as background and reference for discussions. On this first level, it is impractical to expect the discussions to be carried on in the foreign tongue.
2. Through the use of resource and reference materials, students should be encouraged to seek knowledge pertinent to their future interests. Those interested in literature, for example, can find a wealth of materials in libraries. Those interested in travel should be encouraged to seek information from travel agencies and governmental agencies such as the office of the Pan-American Union.

LEVEL I

## D. Materials

1. Basic text (s)
2. Tapes, records, flashcards
3. The language laboratory and other tape recorders
4. The record player
5. Available supplementary texts and materials

## E. Resources

1. Library materials
2. Native-speaking guests
3. County Audio-Visual Materials
4. Level I texts from comparable programs
5. The Pan-American Union

## F. Expected Results

1. Aural - Students are expected to comprehend without reference to English or without the written word all material covered in the units of the Level One text used for classroom study.
2. Oral - Students are expected to be capable of correctly pronouncing and using for elementary conversation all materials covered in the units completed of the Level One text. Students should be capable of grammatical substitutions commensurate with material covered.
3. Reading - Students are expected to read and comprehend all textual material. Oral reading should be correctly pronounced and should be at a normal conversational speed.
4. Writing - Students are not expected to be able to write completely original sentences from a dictation by the teacher or from a tape. Students are expected to be able to write short sentences in answer to oral or written questions.

5. Grammar - Students are expected to know the endings for regular verbs for the tenses covered in the prescribed number of units for the Level One text. Students are also expected to know the irregular verbs covered in class material. Grammatical study should not be detailed. Those rules which apply in conjunction with pattern drills should be explained in a simple and direct manner. Students should not be tested on rules. The application of the pattern is a sufficient test of the material.
6. Culture - Students should be familiar with cultural material pertinent to material covered in classroom work.

Note: You may wish to use the lesson pattern included in this guide as a reference.

## SPANISH II

A. Goals
   1. Language skills
      a. Aural - Increase the listening ability of students in order that they may comprehend the native-speaking tapes and elementary classroom discussion in Spanish
      b. Oral - Develop and increase an elementary converstional ability
      c. Reading -
         1) Increase the ability to comprehend the written word without reference to English
         2) Increase vocabulary
      d. Writing -
         1) Increase the ability to write correctly all previously learned material
         2) Develop the ability to write original sentences and short paragraphs
         3) Develop a knowledge of all verb tenses and to some degree a knowledge of grammatical structure
   2. Curtural appreciation
      a. Increase an appreciation for the Hispanic cultural heritage present in the United States
      b. Increase an appreciation for the present day conditions in countries of the Hispanic world

B. Methods of Procedure for Developing Language Skills
   1. Aural activities - The teacher and the tapes shall serve as devices to increase the aural comprehension level of the students. Spanish should be spoken as much as possible in the classroom. At this level, especially early in the year, total comprehension is impossible but the students must become used to a normal converstional speed.
   2. Oral activities
      a. Students should be taught to vary a key phrase in order to learn grammatical structure orally without reference to difficult technical terminology.
      b. Students should be taught to answer questions from previously read conversations.
      c. Students should be taught to create original conversations and monologues from previously learned material.
   3. Reading activities - Students should be taught to read Spanish dialogues, letters, and articles. This reading should be done with little reference to English. Students should be allowed the use of a dictionary (usually available at the end of the text) for new material.
   4. Writing activities - Emphasis on writing should include:
      a. Accuracy in spelling and punctuation
      b. Quality of sentence structure
      c. Correctness of grammar

C. Methods of Procedure for Developing Cultural Appreciation
   1. Students should study and contrast the United States from the Hispanic point of view and vice versa.

LEVEL II

   2. Students should study the relationship of geography and history to the Hispanic culture through reading selections and map studies.
   3. Students should study idiomatic expressions which stem from the Hispanic culture.

D. Materials
   1. Basic text book (s)
   2. Accompanying tapes, suppl. tapes
   3. Films and/or filmstrips
   4. Display photographs
   5. The language laboratory
   6. Maps of Spain and Latin America

E. Resources
   1. Library materials
   2. Native-speaking guests
   3. The county Audio-Visual department materials
   4. Pen Pals
   5. Available community resources
   6. Level II texts from comparable programs
   7. The Pan-American Union

## F. Expected Results

1. **Aural - Students are expected to comprehend elementary conversations in the classroom or on tapes. Comprehension should be advanced enough that the student could take dictation or respond to questions orally or in written forms.**
2. **Oral - Students are expected to be capable of carrying on an elementary conversation with fellow students or with the teacher. These conversations should be on a limited basis, that is, pertinent to material covered in classroom work only. Pronunciation and grammar should be accurate.**
3. **Reading - Students are expected to be capable of reading intermediate level Spanish materials without reference to English. Oral reading should be correct in pronunciation and intonation.**
4. **Writing - Students should be capable of writing elementary compositions pertinent to material covered in class.**
5. **Grammar - Students should be capable of conjugating all regular verbs in all tenses. A knowledge of irregular verbs and correct grammatical structure should be extensive but not total. The emphasis should be placed on the application of correct grammar rather than knowledge of grammatical rules.**
6. **Culture - Students should have a basic knowledge of the historical and geographic background of the Hispanic world.**

**Note: You may wish to use the lesson pattern included in this guide as a reference.**

## SPANISH III

### A. Goals

1. Language skills:
   a. Aural--Increase and intensify the listening ability. Tapes and classroom dialogue should be at an intermediate level of difficulty.
   b. Oral--Increase and intensify classroom conversation. Discussion material should be at an intermediate level of difficulty.
   c. Reading--Intensify the reading material so as to promote a developmental reading program.
   d. Writing--Intensify the study of grammatical structure so as to develop correctness of expression in writing.
2. Cultural appreciation:
   a. Develop an appreciation of the Spanish language so as to create an awareness of its beauty and usefulness in life and literature.
   b. Develop and increase students' knowledge of geography, history, literature, art, political structure, social customs, and problems of the Hispanic world.

### B. Methods of Procedure of Developing Language Skills

1. Aural--The teacher and the tapes shall serve as the bases for increased comprehension. The Spanish language should be used extensively for discussions of materials previously studied by the class. Comprehension should be at a semi-advanced level.
2. Oral--Students should be taught to converse correctly on a semi-advanced level. Correctness of pronounciation and grammatical expression should be stressed. Group discussions should be frequent.
3. Reading--Students should be capable of reading all intermediate level material. Reading matierials should be available from many and varied outside sources as well as from the text.
4. Writing--Students should be taught to write intermediate level compositions and letters. Students should have correct grammatical structure and begin to develop a sense of tone and style.

### C. Methods of Procedure for Developing Cultural Appreciation

1. Students should study maps in order to understand geographical influences on the Latin American and Spanish culture and customs.
2. Students should read and discuss articles concerned with political, social, and historical events in order to increase cultural appreciation.
3. Students should read and discuss selections from Spanish and Latin American literature.

### D. Materials

1. Basic text book(s)
2. Supplementary reading materials
3. The language laboratory
4. Tapes, records, films, and filmstrips
5. The record player

### E. Resources

1. Library materials
2. Native-speaking guests
3. The County Audio Visual Department
4. Pen pals
5. Available community resources
6. The Pan-American Union

### F. Expected Results

1. Aural--Students are expected to comprehend intermediate level materials comparable to any other third level program. Aural comprehension should be tested frequently either by means of dictation or other suitable testing devices.
2. Oral--Students are expected to be capable of participating in group discussions or giving individual reports regarding material covered in class.
3. Reading--Students are expected to be capable of reading with good comprehension all material pertinent to class work and should be allowed to seek material for pleasure reading in accordance with their ability and interests.
4. Writing--Students are expected to be capable of writing compositions and letters with correctness of grammatical structure. Writing should be pertinent to classroom materials or cultural interests of the entire group. The work need not be lengthy but should aim at a quality product.
5. Grammar--Students are expected to have completed a thorough study of technical grammar including special emphasis on the passive voice, the imperative, and the subjunctive mood.
6. Culture--Students are expected to be familiar with major developments in Hispanic culture life. This should include some study of literature, are, history, geography, and social customs.

## SPANISH IV

A. Goals

1. Language skills:
    a. Aural--Utilize and expand comprehension through the use of tapes, records, and native-speaking guests.
    b. Oral--Utilize and expand students' ability to carry on conversations, group discussions and individual reports. Use of idiomatic expressions should be encouraged.
    c. Reading--Expand the students' vocabulary so as to prepare them for reading advanced level materials.
    d. Writing--Utilize and expand the students' writing skills so as to develop not only correctness of grammatical structure but also a style equivalent to an advanced level.
2. Cultural appreciation:
    a. Promote, develop, and intensify an understanding of the rich historic development of Hispanic culture with particular emphasis on its influence on the western hemisphere.
    b. Promote, develop, and intensify an acute awareness of Hispanic geography, social customs, and social and economic problems.

B. Methods of Procedure for Developing Language Skills

1. Aural--All available reference and resource materials should be utilized to expand the students' comprehension. Tapes and records should be used extensively in class work in order that the students may have every opportunity to achieve near total comprehension of materials.
2. Oral--Students should be provided an opportunity to participate frequently in discussions and reports stemming from reading sources. Originality should be encouraged and discussions need not be limited to elementary topics.
3. Reading--
    a. Students should read stories, dialogues, articles, plays, and poetry from contemporary and classical literature.
    b. Students should develop an understanding of literary tone, style, and form.
4. Writing--Emphases should be placed upon:
    a. Accuracy of technical mechanics
    b. Variety and effectiveness of sentence structure
    c. Grammatical accuracy

C. Methods of Procedure of Developing Cultural Appreciation

1. Students should study Spanish and Latin American history and culture through selective readings from literature.
2. Students should study contemporary Spanish and Latin American thinking, trends, and problems through selective readings from current articles and news reports.
3. Students should be provided an opportunity to discuss problems and events with native-speaking guests.

LEVEL IV

D. Materials

1. Basic text book(s)
2. Supplementary reading materials
3. The language laboratory
4. Tapes, records, films, and filmstrips
5. The record player

E. Resources

1. Library materials
2. The County Audio Visual Department materials
3. Pen pals
4. Native-speaking guests
5. Available community resources
6. The Pan-American Union

F. Expected Results

1. Aural--Students are expected to be capable of advanced level comprehension of classroom material including native speakers on tape, record, or live.
2. Oral--Students are expected to be capable of advanced level conversation including discussions of classroom materials and cultural references. Students should be capable of discussions with native speakers.
3. Reading--Students are expected to be capable of advanced level reading of contemporary magazines and newspapers and also Spanish literature.
4. Writing--Students are expected to be capable of quality writing. This should include correct grammar, use of idiomatic expressions, and effectiveness of style.
5. Grammar--Students are expected to have a thorough knowledge of Spanish grammar. During the Fourth Level, students should have completed the study and review of all phases of grammar.
6. Culture--Students are expected to have completed a comprehensive study of Hispanic history, literature, art, geography, social customs, and social and economic problems.

## LEVEL SEVEN

## CONVERSATIONAL FRENCH

A. Goals

1. Skills
   a. To master a very limited, select portion of the basic vocabulary and structure of French:
      1) Comprehension - The ability to listen and understand the spoken French. Comprehension is the ultimate goal at this level. Therefore the memorization of dialogues should not be the primary objective of the teacher.
      2) Speaking - The ability to reproduce the patterns correctly
      3) Reading and writing - These are secondary goals and will not be stressed in the program.
   b. To develop new study techniques peculiar to modern foreign language learning
      1) Question-answer techniques
      2) Fixed increment drill technique
2. Attitudes
   a. To acquire a healthy attitude about language learning in preparation for future study
   b. To have an initial experience of achievement in a foreign language
   c. To develop an understanding of why it is important, today, to learn a foreign language
   d. To develop an awareness of how we learn a language, particularly a second language
3. Appreciation - To participate in language-learning activities of a cultural and historical nature

B. Activities

1. For skills--Students' work will be a combination of teacher-centered activities and work with programed tapes recorded by native speakers
   a. Initiation phase
      1) Listening - Listen to a set of basic patterns arranged in conversations to:
         a) Recognize sounds
         b) Identify sounds with meaning
      2) Imitation - Repeat each pattern after it is modeled by the teacher. New material will always be practiced first by the entire class speaking simultaneously. Small groups will practice a new pattern before individuals imitate it.
   b. Developmental phase - Recall and use these basic patterns in several repetition exercises
      1) Question and answer practice        2) Sentences and conversations
   c. Opportunity for a sense of achievement
      1) Activities based on conversations to be acted out informally, by individuals, will be an integral part of each lesson.
      2) Short, simple poems, perhaps already known in English, will be memorized.
2. For appreciation (all activities to be in French)
   a. Songs: Tapes or teacher accompaniment on Auto-harp, guitar, or the like is effective.
   b. Games
      1) Card games - Played on the order of "Old Maid" or "Fish". Players must ask for the cards they need to form pairs and they must name them precisely and pronounce them correctly.
      2) Figure identification - The teacher makes some simple statements or reads a simple story. On a prepared sheet of paper picturing many items, the students circle or number pertinent items.
      3) Word or phrase bingo
      4) Picture true or false. Numbered pictures are displayed before the class or appear on a prepared sheet. The teacher makes some simple statement about each one. Students mark whether the statement is true or false.
   c. Puzzles-
      1) Cross word        2) Scramble words
   d. BONJOUR and accompanying records. (This is a beginning French language magazine published by Scholastic Magazines.)
   e. Films and filmstrips

C. Materials

1. Teacher's text and programed tapes. (Student copies of textbook--optional)
2. BONJOUR and accompanying records
3. Maps, pictures, travel folders
4. Story books; fairy tales
5. Tape recorders, blank tapes, record players and records
6. Films, filmstrips, and slides
7. Card games
8. Supplementary materials chosen by the teacher

D. Resources

1. Politizer--Linguistics        3. County Audio-visual department
2. Dictionaries        4. Other text(s) selected by the individual teacher

# LEVEL EIGHT

## CONVERSATIONAL FRENCH

A. Goals

1. Basic language skills: To continue to learn a limited and select portion of the basic vocabulary and structure of the French language. This should include a thorough review of the vocabulary presented on Level Seven.
2. Cultural appreciation: To become acquainted with the French people, observing pertinent elements of history and geography as they are suggested in reading and activities.

B. Activities

1. Procedure for further development of basic language skills in the Eighth Grade will follow the pattern outlined for the Seventh Level:
    a. Listen and comprehend a set of basic patterns arranged in conversations. On this level comprehension should be stressed not rote memorization.
    b. Repeat each pattern after it is modeled by the teacher. Group repetition should always precede individual repetition of a pattern.
    c. Repeat and use these basic patterns in several repetition exercises.
2. Cultural appreciation:
    a. View and discuss movies and film strips on France.
    b. Games, songs, and puzzles familiar from the Seventh Grade could also be reviewed. The teacher should be guided by the willingness of the class to continue these activities and preference should be acknowledged.

C. Materials

1. Teacher's text and programmed tapes
2. BONJOUR and accompanying records
3. Maps, pictures,and other audio visual aids
4. Songs, games, puzzles, and other similar techniques

D. Resources

1. BEGINNING FRENCH I AND II with programmed tapes-Holt, Rinehart and Winston
2. ECOUTER & PARLER Teacher's manual by Cote, Levey and O'Connor

Evaluation of Conversational French Levels 7 and 8

Mastery of the basic vocabulary in the following six areas should be accomplished before Level Nine:

1. Numbers:
    a. Ordinal
    b. Cardinal:
        1) Leading into time
        2) Leading into age and the verb "avoir"
2. Family:
    a. Names--using "s'appeler"
    b. Members of the family:
        1) Leading into possessive adjectives
        2) Leading into agreement of subject and verb
    c. Residences:
        1) Rooms
        2) Furnishings
3. Food:
    a. Introducing idioms of hunger and thirst
    b. Leading into table settings
4. School room:
    a. Objects in room
    b. Introductions
5. Clothing:
    a. Leading into colors
    b. Introducing definite and indefinite articles
6. Calendar:
    a. Days of the week
    b. Months
    c. Seasons--could bring in sports
    d. Birthdays (reinforcing the idiom "age" with avoir)

## FRENCH I

The first level of French is designed to introduce, develop, and strengthen the basic French vocabulary and its grammatical structure. This is accomplished, particularly at this level, by speaking and listening to the French language as spoken by the teacher in the classroom and as recorded on the tapes used in the language laboratory.

A. Goals

1. Comprehension--The ability to understand the spoken and written French
2. Speaking--The ability to speak conversational French
3. Reading--The ability to read and comprehend the written French
4. Writing--The ability to write French in accordance with the French grammatical structure

B. Activities

1. Basic Dialogue Sentences--There are twenty of these at the beginning of each chapter. They include the new vocabulary and any new sentence structures. It is necessary that each learner memorize these basic sentences.
2. Question-answer practice--This is a variation of "A". Usually, the answers are the same as given in the Dialogue sentences; the questions have been arranged in a different grammatical structure.
3. Pattern practices--There are ten of these patterns in each chapter. This is another way of presenting the grammatical structures.
4. Conversations--These offer the learner enough varied materials within the students' abilities to develop speed in reading; practice in reading by phrases and clauses rather than single words.
5. Topic for reports--This guides the learner in selecting and modifying the Basic Dialogue Sentences to form meaningful narratives and expositions.
6. Learning Games--These are used only for a review of the material covered in the above five sections.
7. Stages for learning a language developed through the activities already listed:
    a. Recognition--this has two purposes:
        1) Identification of the smaller elements of which it consists (sound, letter, words, construction)
        2) Identification of its meaning--This is stressed with the Basic Dialogue Sentences and the Conversations.
    b. Imitation--This is the habit of using and understanding the meaningful word, construction, or idiom which has been recognized. This stage is stressed with the Basic Dialogue Sentences and the Pattern Practices.
    c. Repetition--This strengthens and challenges the learner's memory. This stage is stressed with the Basic Dialogue Sentences, the Question-Answer Practice, and the Conversations.
    d. Variation--This involves the use of different vocabulary items with the same gammatical pattern, or the use of different grammatical pattern with the same vocabulary items. This stage is stressed with the Pattern Practices, the Question-Answer Practice, and the Conversations.
    e. Selection--This permits the learner to select a particular sentence which is required for a particular meaning. At this stage, the "machinery" for producing certain French sentences has become habitual enough so that the learner can concentrate on meaning--which is the ultimate goal in language learning. This stage is stressed especially with the Topics for Report and the Pattern Practices.

C. Materials

1. The textbook which is based on the conversational method
2. The workbook which is a review for what has been presented in the textbook
3. A set of twenty records which each student takes home for his own personal use
4. The language laboratory which enables the teacher to monitor each student individually It enables the learner to hear the correctly spoken French which he should imitate.
5. Language films and film strips increase the comprehensive ability of the learner. These are mainly used the second semester.

D. Evaluation

1. At the end of the first year of French, the pupils should understand orally all of the dialogues, structure drills, and oral narratives of their basic text.
2. The pupils' pronunciation of the language should be authentic, both as the basic sounds and as to other phonological features.
3. Pupils should have a good stock of basic sentences and expressions which they are able to use orally in familiar situations.
4. Pupils should be able to read at somewhat beyond the degree of their audio-lingual skills.
5. Pupils should be able to write accurately what they can say in the language.

## FRENCH II

A. Goals

A continuation of French I. The student comes in contact with the intermediate fundamentals of the French Language but on a graduated level.

B. Activities

The three areas of reading, writing, and speaking are widened into a more thorough unit of study. However, emphasis on conversation is still stressed.

C. Materials

1. (Aural-Oral Series)
2. OUE'JE PARLE FRANCAIS (text)
3. LE FRANCAIS: Parler Et Lire (text) (Langellier, Levy)
4. The second-level aural-oral course follows the same pattern and make-up as LE FRANCAIS: ECOUTER ET PARLER

D. Evaluation

1. Has a satisfactory amount of time been devoted to intermediate composition, reading, and conversation?
2. Does the student comprehend intermediate grammar and conversation?
3. Have conversational skills been stressed?
4. Can the student discuss with a relative degree of fluency the trends, past and present, in France's history?

## FRENCH III

A. Goals

1. To acquaint the student with a basic survey of French Literature
2. To reflect the outstanding physical, intellectual, and social traits of France and the French people

B. Activities

1. Present important authors and their works.
2. Bring out the main ideas and philosophies of the various periods in France's turbulent history.

C. Materials

1. Le Petit Miroir de la Civilisation Francaise (text)
2. The text is divided into sections on different subjects, such as geography, history, administration, Paris, literature, art, science, education, and French life.

D. Evaluation

1. Does the student have an idea of the social and intellectual facets in the history of France?
2. Is the student familiar with the outstanding works in French Literature?

## FRENCH IV

A. Goals

1. To go further into formal grammatical analysis
2. To lead into more extensive knowledge of culture and literature
3. To prepare for continuation and study of more advanced material with confidence and ability

B. Activities

1. Practice in advanced levels of composition and conversation is designed to develop accuracy and fluency.
2. Practice in conversation to develop accuracy and fluency.

C. Materials

1. Selection of Reader's Digest
2. Conversational recordings
3. Translation of various pieces of literature

D. Evaluation

1. Has the student attained a high degree of fluency in pronunciation, reading, conversation, and composition?
2. Can the student progress to more complicated material with a relative degree of skill and fluency?
3. Has the student been subjected to more advanced conversational drills?

# GERMAN I

A. Goals

1. To help the student toward proficiency in the use of elementary German language skills
2. To guide the student toward appreciation of Germanic cultures and their contributions to the world society

B. Objectives

1. Learning language skills
   a. To teach the student the technique of using the aspects of recognition in the learning of new words, phrases, and idioms
   b. To help the student learn, through imitation, the correct pronunciation and intonation of meaningful constructions which have been recognized
   c. To challenge the student to strengthen his memory through repetition without an immediately preceding model
   d. To provide the student with a program of guided variation practice involving the use of different vocabulary items and grammatical patterns
   e. To help the student practice the art of selection, which involves choosing a particular meaning from the wide variety of sentences he has practiced
2. Developing cultural appreciation
   a. To sharpen the student's awareness of the cultural contributions of the Germanic peoples
   b. To encourage the students to become familiar with everyday life in today's Germany

C. Course Outline

1. Unit structure
   a. Basic Dialogue sentences
      1) Recognition
      2) Identification of Language form and meaning
      3) Imitation
      4) The beginning of repetition
   b. Question-answer practice
      1) Repetition
      2) The beginning of variation
   c. Pattern Practice
      1) Variation
      2) The beginning of selection
   d. Conversations
      1) Cumulative review
      2) Multiple reinforcement
   e. Topics for reports
2. Grammar coverage
   a. Verb forms
      1) Present tense forms of regular verbs, haben, and sein
      2) Auxiliaries with the infinitive
      3) The perfect, or conversational past
      4) Preterit forms
   b. Personal pronouns
   c. Prepositions with the dative and accusative
   d. Nominative, accusative, and dative case forms of pronouns and noun modifiers
   e. Adjective endings
   f. Word order
      1) Sequence of adverbial elements
      2) Initial inversion
      3) Separable-verb elements
      4) Subordinate clauses

D. Materials

1. Basic text
2. Tapes, records, and flashcards
3. The language laboratory and other tape recorders
4. The record player
5. Available supplementary texts and materials

E. Resources

1. Library materials
2. Native-speaking guests
3. County audio-vidual materials
4. Level One texts from comparable programs

## GERMAN II

A. Goals
  1. To become proficient in the use of intermediate German language skills
  2. To develop an appreciation of German culture and life

B. Basic Objectives
  1. Further stress of accurate pronunciation and intonation
  2. Increased emphasis on reading and emphasis on writing similar to Level I
  3. Near mastery of all basic grammatical elements by the end of Level II
  4. Increased awareness of German life and culture

C. Content
  1. Review of the pattern of sound, order, and form learned in Level I
  2. Dialogues similar to those in Level I, but with increased complexity in content, structure and vocabulary, skits, and one-act plays
  3. Assigned topics that gradually lead to extemporaneous discussion in German
  4. Extensive reading of selections that are graded in difficulty that can be used as a basis for discussion and short written exercises in German
  5. Introduction to and mastery within the limits of the materials used of all verb tenses, definite and indefinite articles, nouns, cases, pronouns, adjectives, and prepositions
  6. Cultural information such as geography, history, daily habits, holidays, and music

D. Materials
  1. Basic text
  2. Tapes, records, and flashcards
  3. The language laboratory and other tape recorders
  4. The record player
  5. Slides
  6. Film strips
  7. Supplementary texts and materials

## GERMAN III

A. Goals
  1. To help the student toward proficiency in the use of advanced German language skills
  2. To guide the student toward appreciation of the significant aspects of German culture in the broadest sense

B. Objectives
  1. Learning language skills:
    a. To motivate the student to reinforce pronunciation and sentence-forming habits
    b. To provide the student with considerable overt grammatical practice through exercises and oral drills
    c. To help the student in the development of his reading ability
    d. To stimulate the student to increase his vocabulary through inference
    e. To challenge the student to practice a considerable amount of writing under guidance
  2. Developing cultural appreciation:
    a. To sharpen the student's awareness of the characteristic patterns of behavior and belief of the Germanic peoples
    b. To encourage the student to explore facets of German culture to satisfy his own interests

C. Course Outline
  1. Unit structure:
    a. The literary selections
    b. Vocabulary expansion
    c. Speaking practice
    d. Writing practice
    e. Drills on grammatical constructions and idioms
  2. Grammar Coverage:
    a. Case
    b. Adjectives
    c. Compound nouns and derivation
    d. Conditional sentences
    e. Extended construction
    f. Indirect discourse
    g. Tense
    h. Prefixed verbs
    i. Prepositions
    j. Pronouns
    k. Subjunctive
    l. Word order
    m. Comparative and superlative forms

D. Materials
  1. Basic text
  2. Supplementary readers
  3. Selected tapes and records
  4. German periodical publications

## CURRICULUM FOR BEGINNING JOURNALISM

## (NEWSWRITING)

A. Goals

1. To develop an appreciation for the values of truth, integrity, and accuracy
2. To aid and strengthen the skills in communication in all school areas
3. To develop a skill in newswriting techniques
4. To train students to become intelligent consumers of mass media
5. To teach the skill of compressed, precise, and concise journalistic writing
6. To train students in all the skills necessary for the publication of a school newspaper

B. Activities

1. Orientation:
   a. Reading and discussing of the mass media with emphasis on the history and principles of journalism
   b. Comparing news with literary writing
   c. Exploring vocational opportunities in the mass media field
2. Reporting of news:
   a. Learning to recognize news
   b. Developing skill in writing straight news:
      1) Developing skill in writing the lead, the opening paragraph
      2) Learning to organize facts in a complete news story
   c. Developing skill in writing the advance story
   d. Developing skill in writing the follow-up story
   e. Developing skill in writing the feature story:
      1) The human interest story
      2) The speech report
      3) The interview
      4) The column
   f. Developing skill in subjective writing:
      1) The editorial
      2) Critical reporting
   g. Developing skill in writing the sports story:
      1) Factual report of the sports event
      2) Sports columns, features, and interpretive articles about sports
3. Copyreading to check the reporter's work for errors:
   a. Use of style sheet
   b. Use of copyreading symbols
4. Writing headlines
5. Producing layout
6. Proofreading

C. Materials

1. Textbooks:
   a. SCHOLASTIC JOURNALISM - English and Hach, Iowa State University Press Ames, Iowa 1962.
   b. HIGH SCHOOL JOURNALISM - Spears and Lawshe, Macmillan Company, New York, 1958.
2. Dictionaries
3. Style Book

D. Resources

1. Metropolitan daily newspapers
2. Sample galley proofs
3. Professional copy
4. Professional headline samples
5. Filmstrip from Globe Democrat on newspaper production
6. Field trip to St. Louis Post-Dispatch

E. Evaluation

1. Has the student strengthened his skills in communication in other school areas?
2. Has the student developed an appreciation for the values of truth, integrity, and accuracy?
3. Has the student become proficient in the use of newswriting techniques?
4. Has the student become a more intelligent news reader?
5. Is the student able to become an efficient member of the staff of the High School newspaper?

## CURRICULUM FOR ADVANCED JOURNALISM

### PUBLICATION OF HIGH SCHOOL NEWSPAPER

A. Goals

1. To provide a laboratory for students to practice newswriting techniques learned in beginning journalism
2. To provide cooperative work on worthwhile editorial projects
3. To provide an opportunity for students to assume leadership responsibilities
4. To publish the school newspaper
5. To place emphasis on the development of the individual student's skill in writing exposition
6. To provide opportunities to write under pressure

B. Activities

1. Organization of staff
2. Making news assignments
3. Securing the news
4. Preparing copy
5. Reading copy
6. Writing the headlines
7. Making up the dummy
8. Reading proof
9. Selling the newspaper
10. Analyzing the published issue
11. Cooperating with local newspapers by submitting news stories for publication
12. Exchanging high school newspapers
13. Submitting newspaper for critical evaluation
    a. Missouri Interscholastic Press Association
    b. Southern University Critical Service for High School Newspapers

C. Materials

1. Camera
2. Photos
3. Typewriters
4. Layout Tools
5. Sample newspapers

D. Evaluation

1. Has the student gained an insight into the publication of a professional newspaper?
2. Has the student developed his appreciation of scholastic journalism techniques?
3. Has the student sharpened his journalistic writing skills?
4. Has the student learned to work under pressure of deadlines?
5. Has the student developed leadership responsibilities?

## LEVEL TWELVE

### CURRICULUM FOR YEARBOOK

A. Goals

1. To produce a yearbook that reviews in words and pictures the major activities of the school during the preceding year
2. To train students in the scholastic journalism techniques that contribute to a well-written and well-displayed publication
3. To develop an appreciation for good photo-journalism
4. To train students to produce a quality yearbook within a given budget
5. To train students in the selection of display pictures that tells a story
6. To encourage students to be unbiased and unprejudiced in selecting that material which will contribute to a democratic yearbook.
7. To provide an opportunity for students to assume leadership responsibilities

B. Activities

1. Study of standards set by recognized authorities in the yearbook field
2. Evaluation of yearbooks of other high schools
3. Organization of staff
4. Establishment of budget
5. Planning theme

6. Making arrangements to take pictures
7. Preparation of dummy
8. Preparation of actual layout
9. Writing copy
10. Writing captions
11. Writing headlines
12. Conducting subscription campaign

C. Materials
1. Camera
2. Yearbook kit from publishing company
3. Typewriters
4. Layout tools
5. Library of yearbooks from other schools

D. Evaluation

1. Is the yearbook one that the student body will appreciate?
2. Has the student gained an insight into the publishing of professional photo-journalistic publications?
3. Has the student developed an appreciation for dignity and professional photo-journalistic publications?
4. Has the student developed an appreciation for good photography?
5. Has the student sharpened his journalistic writing and layout skills?
6. Has the student gained more respect for accuracy?
7. Has the student gained a respect for deadlines?
8. Has the student developed leadership responsibilities?

E. Professional resources

1. YEARBOOK LAYOUT - C. J. Medlin, Iowa State University Press, Ames, Iowa.
2. PHOTOLITH MAGAZINE - National Scholastic Yearbook Association.
3. Missouri Interscholastic Press Association.
4. Scholastic Editor-National Scholastic Press Association.
5. YEARBOOK PHOTO JOURNALISM - Irving Lloyd, Taylor Publishing Co., Dallas, Texas.
6. SCHOOL PHOTO JOURNALISM - editor of LOOK.
7. LET'S PUBLISH THAT TOP-RATED YEARBOOK - William H. Taft, School of Journalism, University of Missouri, Columbia, Missouri.
8. YEARBOOK LAYOUT - Patterson and Taft, National Scholastic Press Assn., 18 Journalism Building, University of Missouri, Columbia, Missouri

## CREATIVE WRITING

A. Goals

1. To stress acceptable methods and techniques in planning, writing, and editing
2. To improve facility in using language through an emphasis on vocabulary and the connotative values of words (semantics)
3. To emphasize the mechanics of good written expression as a tool for the writer and a courtesy to the reader
4. To provide knowledge of a proficiency in the standard literary forms and types
5. To establish acceptable criteria for evaluating the appropriateness for written expression (i.e., style, point of view, theme, structure, language, and content)
6. To develop sensitivity to and evaluation of drama in human experience and thought
7. To stimulate imagination and creativity
8. To emphasize writing as a means of satisfying the desire and need for self-expression
9. To develop skills required in other vocations and in college writing

B. Activities

1. Outline of subject content:
   a. Poetry
   b. Narration
   c. Short story
   d. Short short story

2. General topics:
   a. The processes of creativity
   b. The dramatic sense
3. Writing assignments:
   a. Criteria:
      1) Utilize the students' everyday experiences and other significant topics in writing assignments

        2) Preserving spontaneity by avoiding the formal paper: provide an informal atmosphere conducive to self-expression, and encourage creative effort
        3) Insure effective writing by abundant, purposeful practice
    b. Method of assigning:
        1) Impromptu, in-class exercise
        2) Planned by type
        3) Planned paper developed individually by class
        4) Independent, individual, creative projects
4. Types of composition:
    a. Character sketch
    b. Poetry
    c. Short story
    d. Short short story

C. Analysis of models and student papers

1. Criteria:
    a. Maintain classroom climate that encourages self-expression
    b. Establish acceptable, modern standards to measure the appropriateness of style, structure, and theme
    c. Provide for continuous evaluation of written materials by teacher and students
2. Methods of analysis:
    a. Teacher-led discussions
    b. Pupil-led discussions
    c. Exchange of student papers for written comments
3. Crucial areas of analysis
    a. Content
    b. Theme
    c. Structure
    d. Style
    e. Language
    f. Mechanics

D. Continuing Activities
1. Criteria:
    a. Provide instruction in these areas above the activities suggested in the English curriculum
    b. Encourage students to exercise persistent care in selecting vocabulary and employing the techniques of good written expression
2. Types of activities:
    a. Purposeful reading of selected writings - samples worth imitating in pupil efforts
    b. Vocabulary development
    c. Habitual, effective reading
    d. Correction of mechanical and usage errors

E. Materials
1. Student texts:
    a. J. W. Hook, CREATIVE WRITING
    b. Shafter, GUIDE TO BETTER WRITING
    c. McKensie and Olson, EXPERIENCES IN WRITING
2. References:
    a. Dictionary
    b. THESAURUS, Roget
    c. Handbook of grammar and usage
    d. Newspaper and stylebook
    e. Selected texts on writing:
        1) Brooks and Warren, MODERN RHETORIC
        2) McCrimmon, WRITING WITH A PURPOSE
        3) Davidson, AMERICAN RHETORIC
        4) Others
3. Anthologies:
    a. Essays
    b. Short stories
    c. One-act plays
    d. Poetry
    e. Literary criticism
4. Films
5. Magazines:
    a. THE WRITER
    b. THE SATURDAY REVIEW
    c. HARPER'S MAGAZINE
    d. THE ATLANTIC MONTHLY
    e. Other selected magazine articles
    f. Student literary publications as available

F. Resources

1. Field trips:
    a. Publishing house
    b. College classroom
    c. Newspaper
2. Speakers:
    a. Writers-amateur and professional
    b. Publishers
    c. Teachers or students of college writing courses
    d. Leaders from professional fields to show correlations of writing and success

G. Evaluation
1. Criteria:
    a. Provide incentive to improve the quality of student writing
    b. Determine the ability of the student to convey written ideas and experiences
    c. Ascertain whether the student has applied correct forms of self-expression, observed rules of courtesy and mechanics, and used appropriate techniques
    d. Demonstrate whether the student understands the qyalities inherent in good writing
2. Methods of evaluation:
    a. Self-evaluation
    b. Class-evaluation
    c. Teacher-evaluation

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## READING EFFICIENCY

Reading efficiency is an elective course for seniors who desire to improve and refine reading skills already learned and to develop skills needed for more mature reading whether they are college bound or terminal students. The course is designed to give students an opportunity for wide reading and to guide them in critical and interpretative reading experiences. Although increased rate is encouraged in the course, flexibility of rate to fit purpose for reading accompanied by improved comprehension rather than speed per se is the chief aim. Since this course is elective, it must necessarily be individualized so that each student may be helped toward greater independence in reading and enabled to move toward his potential as a reader. The course is designed to supplement and to reinforce reading done in English IV.

### A. Goals

1. To continue and extend the basic, elementary reading skills in altitude and breadth by:
   a. Strengthen word recognition skills:
   b. Increase sight vocabulary.
   c. Develop more rapid word perception.
   d. Improve all comprehension skills.
2. To encourage students to build adequate and more mature vocabularies through definite, planned vocabulary assignments based on words encountered in both class and individual reading
3. To impress students with the necessity for active reading requiring thinking on the part of the reader
4. To further involve students in semantics (science of word meaning)
5. To stimulate students' curiosity in words and interest in the effectiveness of precise language in communicating ideas
6. To re-inforce and strengthen the higher-level reading skills:
   a. Interpretative reading (imaginative prose, poetry, drama)
   b. Critical reading (logical reasoning, inference, evaluation)
   c. Special reading (maps, charts, graphs)
7. To develop in students' reading flexibility of rate depending on:
   a. Purpose for reading b. Difficulty of material read c. Familiarity with subject
8. To develop and/or strengthen study habits through insistence on use of SQ3R and EVOKER mnemonic devices
9. To encourage students to read widely with the realization that interests broaden as knowledge about various subjects increases and that wide reading is the most effective method of building an adequate vocabulary
10. To refine listening skills through planned, purposeful activities
11. To further develop and refine students' abilities to take organized and usable notes
12. To increase knowledge of library facilities and to encourage lifelong habits of using these facilities to add to knowledge and as a source of reading material for personal satisfaction and pleasure
13. To develop lifelong habits of reading through pleasurable and satisfying personal reading experiences
14. To impress students with the fact that learning to read is a lifelong process and that one can continue to improve his efficiency by conscious effort and purposeful practice

### B. Suggested Activities

1. Planned class activities:
   a. Make intensive analyses of essays, short stories, poems and factual material in which students are required to practice the following skills:
      1) Grasp the meaning of units of increasing size: phrase, sentence, paragraph, whole selection.
      2) Find answers to specific questions.
      3) Grasp the organization of the author's plan.
      4) Understand a sequence of events.
      5) Note and recall details.
      6) Evaluate what has been read.
      7) Follow directions accurately.
      8) Remember what has been read.
   b. Group study of prefixes, suffixes, and roots to encourage greater independence in both word recognition and meaning
   c. Discussion of unfamiliar words found in class and individual reading
   d. Class list of unfamiliar words encountered in reading both in and out of class with emphasis on semantics:
      1) Shift of word meanings in different contexts
      2) Origin of words
      3) Figures of speech
      4) Increased awareness of how words are used and how they influence people
   e. Discussion of and opportunities to practice different rates depending on purpose for reading with the idea of discouraging the same rate for all types and all purposes of reading:
      1) Skimming rate (fastest) - to read for certain details; to find main idea
      2) Speeded - reading rate (fast) - to locate information; to survey or get overview and raise questions which the selection may answer
      3) Study - reading rate (slow)-to read with maximum understanding; to read unfamiliar material; to read textbooks
      4) Careful and reflective-reading rate (slowest) - to follow directions; to reflect on content; to evaluate and criticize; to read aloud to share an aesthetic experience

f. Discussion and demonstration of study techniques:
   1) SQ3R for use in studying textbook material (using a text book from another subject area)
      SURVEY--Preliminary thinking about chapter or article to orient reader and to establish purpose for reading
      QUESTION--To arouse curiosity and to help the reader bring into his reading any information he may have about the subject
      READING--To satisfy purpose established by survey and question and to gain information needed
      REVIEW--To check comprehension and reinforce understanding of parts not clear in initial reading
      RECITE--According to purpose for reading
   2) EVOKER for use with the imaginative prose, poetry, or drama (Using one of these types for demonstration):
      EXPLORE ORAL READING EVALUATE
      VOCABULARY KEY IDEAS RECAPITULATE

g. Listen to a well-planned lecture with the purpose of remembering important ideas and supporting details; followed by a test based on the lecture

h. Take notes from a well-planned lecture to:
   1) Organize information as one listens.
   2) Take notes in usable form for future reference and use.

i. Discuss and practice critical reading skills through class reading of non-fiction and factual material read in class:
   1) Recognize author's intent.
   2) Explore the scope of the selection.
   3) Reflect about biases, attitudes, and other factors in one's background that may influence individual interpretation of the selection.
   4) Comprehend accurately what author said by grasping his main ideas and supporting details.
   5) Appraise soundness of author's ideas and assumptions by asking: Does the author have the background of experience and education to present the material? What evidence does he offer to support his statements? Is he consistent in his statements?
   6) Relate and synthesize ideas presented in relation to the wider field of what they are a part.
   7) Apply ideas gained from critical reading by testing them in personal experience; do they help to clarify today's personal and social problems?

j. Group discussions both formal and informal based on outside reading in which students share this reading with others in the group.

2. Individual reading activities:
   a. Read widely from both classical and contemporary materials.
   b. Use book reviews from authoritative sources to keep abreast of the best of contemporary literature.
   c. Keep a card file of unfamiliar words encountered in all types of reading.(3 by 5 inch--word, pronunciation, context on front of card; definition on back of card)
   d. Constantly evaluate progress by keeping a record of rate and comprehension on material of the same level.
   e. Consistently use study techniques emphasized in class reading to organize and make study more effective.
   f. Familiarize self with book to be read by noting before reading:
      1) Preface 3) Organization of material 5) Index
      2) Table of contents 4) Author's style 6) Glossary
   g. Establish purpose for reading before beginning to read.
   h. Adjust rate of reading when purpose has been established.
   i. Use library facilities for adding information about authors or topics of interest (or about topics in which interest has been aroused) and as a source of books for personal satisfaction and pleasure.

C. Materials

1. Basic:
   a. Heilman, IMPROVE YOUR READING
   b. Witty, HOW TO BECOME A BETTER READER
   c. SRA Laboratory IVa--College prep (Student Record Books)
   d. Simpson, BETTER READING BOOK (I, II, III)
   e. Lewis, WORD POWER MADE EASY
   f. Reader's Digest SKILLBUILDERS (Advanced I, II, III, IV)
2. Supplementary:
   a. Outside reading books:
      1) List of books for college bound (National Council of Teachers of English)
      2) Suggested reading list (Language Arts Department)
      3) Student selection with instructor's approval
      4) Chase, THE TYRANNY OF WORDS
      5) Adler, HOW TO READ A BOOK
      6) Richards, HOW TO READ A PAGE (A course in Efficient Reading with an introduction to 100 Great Words
      7) Hayakawa, LANGUAGE IN ACTION
   b. Other material as needed by individuals for remedial work
   c. Periodicals:
      1) SATURDAY REVIEW OF LITERATURE 2) TIME AND NEWSWEEK (book review sections)
   d. Daily and Sunday newspapers (book review sections)

# SUGGESTED LESSON PATTERNS

## KINDERGARTEN LEVEL

### COMPOSING ON EXPERIENCE CHART

Group experiences of interest to the children provide the basis for an experience chart at this level.

A. Objectives

1. Develop social skills and attitudes.
2. Provide opportunities for discussion.

B. Procedures

1. Guide discussion.
2. Plan and organize ideas in sequence.
3. Use simple words.
4. Make short sentences.

C. Materials and Resources

1. Audio visual:
   a. Films and filmstrips
   b. Television and radio
   c. Opaque and overhead projector
   d. Tape recorder and record player
   e. Experience chart
2. Books of stories and poems
3. Field trips

D. Suggested Activities

1. Discussing
2. Recording ideas
3. Looking at pictures and books--research
4. Dramatizing
5. Using art and music activities

### USING A FINGER PLAY

A. Objectives

1. Aid in increasing the ability to speak clearly and distinctly
2. Provide for growth in vocabulary and an awareness of the charm and rhythm of words

B. Procedures

1. Say the fingerplay for the children.
2. Have them say it with you.
3. Define any unfamiliar words.
4. Discuss rhyming words and the "beat" of the words.

C. Materials and Resources

1. Fingerplay books
2. Magazines
3. Create your own

D. Suggested Activities

1. Use flannel board
2. Record on tape
3. Dramatize

## LEVEL ONE

### COMPOSING AN EXPERIENCE CHART

Composing an experience chart of Level One provides an opportunity for children to see their thoughts in writing.

A. Objectives

1. Develop social skills and attitudes.
2. Provide opportunities for Language Art skill practice.

B. Procedures -

1. Record ideas on chalkboard or pad.
2. Check story with children as to sequence.
3. Assist children in good choice of words.
4. Encourage brevity in story length.

C. Materials and Resources

1. Audio visual:
    a. Films and film strips
    b. Television and radio
    c. Opaque projector
    d. Tape recorder and record player
    e. Experience chart
2. Books of stories and poems
3. Field trips
4. Resource people

D. Suggested Activities

1. Discussing
2. Recording ideas
3. Looking at pictures and books (research)
4. Dramatizing
5. Using art and music in activities

## LEVEL TWO

### STORY WRITING

On this level children begin to learn to express their own thoughts in writing with careful teaching guidance.

A. Objectives

1. Provide opportunities for writing.
2. Develop writing skills listed for Level Two. (See Writing--Level Two, Page32)
3. Encourage use of imagination.

B. Procedures

1. Stimulate discussion.
2. Help children to organize ideas in sequence.
3. Guide children in choosing expressive words.
4. Teach use of complete sentences.

C. Materials and Resources

1. Audio visual:
    a. Films and filmstrips
    b. Television and radio
    c. Opaque and overhead projector
    d. Tape recorder and record player
    e. Charts
    f. Bulletin boards
    g. Flannel boards
    h. Pictures
    i. Exhibits
2. Books:
    a. Poems
    b. Stories
3. Field trips
4. Resource people

D. Suggested Activities

1. Discussing
2. Recording
3. Researching
4. Dramatizing
5. Art and music

(In evaluating these stories, check errors only in those skills which have been taught. Do not confuse and discourage the child with too many errors to correct or by calling attention to skills which he has not yet been taught. Look more for ideas which he has expressed than for mechanics. Find SOMETHING good about his story; write a comment in red pencil about this.)

## LEVEL THREE

## INDIVIDUAL STORY

Through story writing at Level Three the child begins to achieve quality in compositional aspects of individual expression.

A. Objectives

1. Develop independence in individual expression.
2. Teach the use of good beginning sentences.
3. Develop the technique of planning a surprise ending.

B. Procedure

1. Provide climate and atmosphere conducive for individual thought and imagination.
2. Stimulate thinking in a sequential pattern.
3. Guide proper word usage.
4. Encourage the use of different kinds of sentences.

C. Materials

1. Audio visual:
    a. Films and filmstrips
    b. Television and radio
    c. Opaque projector
    d. Tape recorder and record player
    e. Charts
    f. Bulletin boards
    g. Flannel boards
    h. Pictures and exhibits
2. Books:
    a. Stories
    b. Poems
3. Field trips
4. Resource people

D. Suggested Activities

1. Discussing
2. Recording
3. Researching
4. Dramatizing
5. Using art and music

(See comment about evaluating children's writing efforts on preceding page.)

## LEVELS FOUR, FIVE, AND SIX

## COMPOSING PROCESS

Adapted to increased maturity at Levels Five and Six

A. Purpose

1. To introduce a composition process
2. To encourage use of imagination
3. To encourage habit of proofreading and correcting one's own work

B. Procedure

1. Introduce composition process (1st day):
    a. Get an idea:
        1) Where do ideas for stories come from?
            a) From experiences you have had
            b) From places you have seen
            c) From people—unusual, funny, or sad happenings
            d) From imagination
    b. THINK:
        1) What do you want your story to tell?
        2) How will you begin your story?
        3) What details will you need?
        4) How will you end your story?
    c. PLAN:
        1) Write on scrap paper the details you want to include.
        2) Arrange these details the way you want them in your story.
    d. Write your first "DRAFT" (your copy)
        1) Get ideas down on paper.
        2) Spell, punctuate, and write as best you can but think most about ideas.

- e. POLISH your ideas:
  - 1) Read carefully what you have written.
  - 2) Ask yourself:
    - a) Do all my sentences tell something?
    - b) Do I have any details that do not belong in the story?
    - c) Does my story make a reader see, hear, or feel what I want him to?
    - d) Does my story have a good ending?
- f. PROOFREAD YOUR STORY:
  - 1) Are all words spelled correctly?
  - 2) Do I have capital letters where they should be?
  - 3) Have I indented the first line of each paragraph?
  - 4) Do I have punctuation marks that will help my reader understand what I want him to?
- g. RECOPY in legible handwriting correcting all mistakes on your "rough draft".

C. Group Practice (SUGGESTION ONLY-must be adapted to group and level)

- 1. Using a starter sentence (Jim realized that he was lost.) go through the steps of the composition process:
  - a. Where was Jim? Why was he there? (He had gone into the woods to gather nuts.)
  - b. How did he happen to get lost? (He became so interested in gathering the nuts that he forgot to notice where he was going.)
  - c. When did he realize that he was lost? (It was beginning to get dark and Jim did not know which way to go.)
  - d. What did he do? (He sat down on a log.)
  - e. How did he feel? (He was tired, hungry, and frightened. He tried hard to keep back the tears.)
  - f. How can we end the story? (Suddenly Jim heard his dog barking. He called to the dog. Then he saw his father who had come to find Jim. Both Jim and his father were happy to go home to the warm house and a good dinner.)
    (The above is only a suggestion. The story should correspond to the responses of the group.)
- 2. Discuss story:
  - a. Make changes as students suggest.
  - b. Stress the fact that this is POLISH step.
- 3. Have story copied from board (might leave last sentence for children to write).

D. Individual Practice (3rd day)

- 1. Review steps in composition process.
- 2. Give students the following starter sentences: (others at teacher's discretion)
  - a. What was that? Was someone opening a window?
  - b. The year is 2067. Many things have changed since 1969.
  - c. No one had seen me hide in the capsule. I was off to Mars!
  - d. My dream was too good to come true.
- 3. Encourage children to follow steps:
  - a. Get an idea from one of starters.
  - b. Think about the idea.
  - c. Plan the story.
  - d. Write the first draft without too much concern for mechanics.
  - e. Take up "rough" drafts to be returned next lesson:
    - 1) Read them in order to help student with POLISH step.
    - 2) Do not mark any errors on papers at this point.
  - f. Return rough drafts:
    - 1) Have students polish and proofread. (If you have read the stories you can help individuals by making specific suggestions.)
    - 2) Copy story for final draft.
- 4. Evaluation:
  - a. Careful supervision during the polish and proofread steps will eliminate many errors.
  - b. Check for IDEAS first.
  - c. Mark mistakes only in skills which children have been taught--refer to sequence.
  - d. Consider individual potential in evaluating stories.
  - e. Use errors made by children to plan future language lessons.
- 5. File papers after they have been shared with the class. (This sharing is very important in motivating future writing.)
  - a. Can be used later to note progress
  - b. Useful for parent-teacher conferences
  - c. Makes correction of EVERY error unnecessary (Too much correction tends to discourage a child.)

E. Other Suggestions

- 1. TEACH composition process.
- 2. Insist that students follow the process in every writing assignment.
- 3. Do not rush a writing assignment--use several language lessons.
- 4. Help students get ideas--do not expect children to write on "anything you want to".
- 5. Make written expressions an integral, planned, and regular part of the language program.

## LEVEL FOUR

## DEVELOPING LISTENING SKILLS

**Listening skills increase ability to communicate in all areas of study.**

**A. Objectives**

1. **To increase the child's awareness of sounds surrounding him**
2. **To increase listening comprehension of facts and ideas**
3. **To improve skills of listening for appreciation and entertainment**
4. **To improve the child's ability to follow instructions and directions**

**B. Procedures**

1. **Have the children close their eyes and listen carefully for two minutes. After two minutes list on the board various sounds the children have heard.**
2. **Have each child write a paragraph describing some type of sound he has heard.**
3. **Read a story or paragraph and then ask questions to check comprehension.**
4. **Play a story from a record to check comprehension of ideas and facts.**
5. **Use the story from a record to comprehend descriptive words. Allow children to draw pictures illustrating what they have heard.**

**C. Materials**

1. **Tape recorder** 2. **Record player**

**D. Suggested Activities**

1. **Prepare a bulletin board listing good listening rules, etc.**
2. **Prepare individual folders for papers, pictures, and tests.**
3. **Emphasize oral communication in each class with the children taking lead in discussion.**
4. **Encourage group discussions which may involve answering questions or giving opinions on a statement or idea.**
5. **One child starts a sentence; another child continues sentence repeating what the preceding has said. This continues until a good spontaneous sentence is completed.**
6. **Tape record instructions which include touching the toes, nose, head, ears, etc. These instructions are increased in speed requiring more careful listening.**
7. **Listen to radio programs pertaining to social studies, science, and literature.**
8. **Tape record book reports and play them back.**
9. **Record science and social studies reports for factual listening.**
10. **Listen to records of stories, poems, and music just for fun and enjoyment.**
11. **Listen to square dance records and follow the directions given.**

## LEVEL FIVE

## STORY TELLING

**Students refine their story telling techniques in content, form, and delivery.**

**A. Objectives**

1. **To distinguish the difference between a story and a report**
2. **To learn to identify different kinds of stories, such as surprise, adventure, mystery**
3. **To make interesting title and beginning statements**
4. **To tell the story in the right order**
5. **To learn standards of good story telling**
6. **To assume good posture and demonstrate clear enunciation and conversational tones while telling the story**
7. **To use vivid and appropriate words**

**B. Procedures**

1. **Discuss reports and stories, emphasizing the differences.**
2. **Discuss the things that make a story interesting.**
3. **Review time sequence.**
4. **Develop the need for colorful language.**
5. **Review direct quotations.**
6. **Develop clear sequence of ideas.**

**C. Materials**

1. **Library resources** 2. **Audio visual aids**

D. Suggested Activities

1. Discuss a favorite story.
2. Develop a good story from a beginning sentence.
3. Choose an experience that interested you and made you laugh. Share it with your class.
4. Retell an old favorite story: "Pied-Piper of Hamlin", "Paul Bunyan", etc.
5. Tell an original fable.
6. Plan an opening that will catch attention.
7. Select vivid words to make others see and hear the characters.
8. Add an ending to an unfinished story.
9. Dramatize a part of your story.
10. Use puppets to tell a story.
11. Draw a picture to illustrate the story.
12. Plan a chalk talk.
13. Make a closing of the story brief but give the listeners feeling of satisfaction.
14. Write a story about an illustration in a magazine. Draw conclusions as to the ending.
15. Change the ending of a story.
16. Relate a favorite television program, field trip, or radio program.
17. Tell story from pictures.

## LEVEL SIX

### REPORTS--FORMAL AND INFORMAL

Formal and informal reports encourage students to write freely and enthusiastically about their interests and first hand experiences.

A. Objectives

1. To introduce reports as a language activity, to tell of a personal experience, of the work of a committee, of one's opinion about something, or of some subject on which information has been gathered
2. To stress the importance of this activity in everyday life
3. To teach pupils how to associate reports with conversation and discussion
4. To impress pupils of the importance of taking notes on the reading they do in preparing to give a report
5. To teach simple, basic note-taking skills
6. To stress the importance of accuracy in making a report
7. To stress the need of keeping to the subject
8. To encourage students to use an effective and interesting vocabulary
9. To emphasize the necessity of a pleasant, modulated tone of voice
10. To teach pupils to enunciate clearly and distinctly
11. To instruct pupils on techniques of holding listener's attention
12. To furnish students with adequate practice

B. Procedures

1. Discuss with students the value of reports.
2. Discuss choice of titles and subjects.
3. Teach pupils to prepare an outline for their reports.
4. Teach note taking skills.
5. Discourage copying from encyclopedias and resource materials.

C. Materials

1. Library resources 2. Audio visual aids

D. Suggested Activities

1. Choose subjects which are not too broad and which will be of interest to the listeners.
2. Suggest ways of gathering information for a report.
3. Read selections which keep to the subject.
4. Develop outline from well constructed paragraphs.
5. Review rules for writing a good paragraph including sentence structure.
6. Practice exercises using appropriate words.
7. Review punctuation and capitalization.
8. Use the newspaper to select topics for a report.
9. Proofread written reports.
10. Evaluate written reports.
11. Find interesting words in the dictionary to use in making reports.
12. Interview a guest to obtain information about the subject of report.
13. Try obtaining information for reports by using the telephone.
14. Write a brief evaluation of one of the reports you have given.
15. Write to firms requesting information on the subject.
16. Select one of the rules of good sportsmanship. Write three paragraphs explaining why you feel it is an important rule.
17. Conduct a Students' "Writers" Workshop.
18. Exchange reports and correct any mistakes found in capitalization and punctuation.

## LEVEL SEVEN

## TEACHING THE FUNDAMENTALS OF INDIVIDUAL REPORTS

A. Goals

1. To teach organization or sequences of material (outline)
2. To teach students where to locate good source materials
3. To teach students to take notes in their own words and warn them of plagiarism

B. Suggested Activities

1. Assignment of topics:
    a. Sources:
        1) Current events
        2) Authors studied in literature
        3) History of sports or games (Chess, Bridge)
        4) World landmarks
        5) History and characteristics of localities (e.g., Paris, Venezuela, Egypt)
    b. Assigning process:
        1) Teacher-dictated topics
        2) Teacher-topics with individual choice left to student
        3) Students arrive at own choice with teacher approval
2. Preparation for compilation:
    a. Explain the procedure for locating materials and taking notes.
    b. Demonstrate to the class in a one-hour period these procedures:
        1) Write topics on the board.
        2) Take notes from several sources and write them on the board for class observation.
        3) Emphasize in this demonstration the methods of notetaking, importance of using several sources, and the illegality of plagiarism.
    c. Researching process:
        1) Make abundance of sources available to students:
            a) Take them to the library for several days.
            b) Bring materials into the classroom.
        2) Supervise students to insure their following the correct procedures.
    d. Writing process:
        1) Prepare the class--use the demonstration notes (B.-2. above) to illustrate the method of transposing notes to composition form.
        2) Give students several class periods to prepare their final reports.
    e. Presentation of reports:
        1) Written
        2) Oral (if student volunteers)

## LEVEL SEVEN

## SPEAKING-GROUP II

PRONUNCIATION AND DICTION (Suggested time--five or six days)

A. Objectives

1. To improve pronunciation:
    a. Help student identify weaknesses.
    b. Help students correct weaknesses.
    c. Teach exactly how the desirable sound is different from the undesirable sound.
    d. Train to produce the desirable pronunciation.
    e. Give interesting way to practice and perform the preferable sound until its use becomes habitual.
2. To develop ability in choice and arrangement of words

B. Suggested Activities

1. Talk about phrases that many people run together:
    a. "What did you . . ?" -- "Watcha?"
    b. "Why haven't you . . ?" -- "Wy havenja . .?"
2. Talk about words which are often mispronounced:
    a. Silent letters and endings (knot, gnat)
    b. Ommission of sounds (government, library)
    c. Addition of sounds (across--acrosst, Henry--Henery)
    d. Reversing letters (introduce, perform)
    e. Six small words often mispronounced (get, just, catch, was, can have to)
3. Have each make an inventory of his own pronunciation to detect individual errors in pronunciation.

4. Tape each student's voice while reading a paragraph.
5. Play it back for them to hear the words as they say them.
6. Go over these words with them.
7. Drill on pronunciation.
8. Show films or listen to records of famous speakers:
    a. "Laughton Reads 'Ages of Man'"
    b. "Laughton Reads 'Moonlight'"
    c. "Rime of the Ancient Mariner"
    d. "Christmas Carol"
    e. "Improve Your Pronunciation"
    f. "Articulation and Pronunciation"

C. Materials, Resources

1. Tape recordings
2. Films
3. Recording speeches
4. Supplementary Resources:
    a. Bechtel, ENJOYING ENGLISH--7, Singer Co., 1961, pp. 131-133.
    b. Hedde, Brigance, Powell, THE NEW AMERICAN SPEECH, Lippincott and Co., 1963, Chapter 6, pp. 76-98.
    c. CATALOGUE OF INSTRUCTIONAL MATERIALS, Audio visual Education Department of the St. Louis Suburban Area, 1969.

D. Evaluation

1. Is there immediate improvement in the students' speech?
    a. Improved in drills?
    b. Improved in speaking in class?
2. Is there improvement noticed in later speech?

## LEVEL SEVEN

## READING-GROUP I

A. Teacher Aims

1. To teach basic elements of the short story
2. To help stimulate the reception of the thoughts of others:
    a. Central thought
    b. Specific thought
3. To encourage recreational reading and critical reading:
    a. To read for pleasure
    b. To adjust rate of reading to purpose
    c. To think independently
    d. To judge, to evaluate, to criticize, to measure in terms of previous experience
4. To teach "The Lark and Her Young Ones" (Aesop's Fables)

B. Pupil Aims

1. To tell what the elements of a short story are
2. To identify the characteristics of a fable
3. To interpret what the story means

C. Activities, Motivation, Materials

1. Discuss the elements of the short story:
    a. PLOT is sequence of events in a story, the plan of what happens.
    b. CONFLICT is the struggle between opposing forces--whether this be within a man himself, between opposing ideas, between man, or between man and nature.
    c. TONE is the writer's attitude, his feeling toward his subject.
    d. SETTING is the description of the location of a story or its atmosphere or background.
    e. CHARACTERIZATION is the "depth view" that an author gives of his character or characters through various devices.
    f. THEME is the one idea that underlies and unifies all the elements of a story.

2. "The Lark and Her Young Ones" (Aesop's Fables).
    a. Direct students to read story silently.
    b. Give following information about Aesop:
    Aesop is thought to have lived from 620-560 B. C.; scholars find it difficult to secure reliable information about him. Some authorities believe that he was ugly and deformed; others think there is no substantiation for this belief. It appears that Aesop lived for a time at the court of Croesus, the wealthy king of Lydia, and that he met a violent death at the hands of the inhabitants of Delphi, where he was sent to consult the famous oracle. Outstanding among his fables is one called "The Frogs Asking for a King", which he is said to have told to the people of Athens, who were planning to depose their ruler Pisistratus and then seek another. In his fable the frogs in a pond begged Zeus to send them a king. Zeus tossed them a log, which they at first feared, then despised because it always lay motionless in the pond. Finally, they even sat upon it. Again presenting their request to Zeus, they were sent an eel. But the eel was too good-natured for their tastes, and they considered him an indifferent king. Once more they begged Zeus for a ruler. This time the god was angry, and he sent them a stork, which each day ate several of his subjects. Soon there were none left to complain.
    c. Divide class into groups of five for discussion. Assign these questions:
        1) What is a moral?
        2) What is the moral of this fable?
        3) How can this fable be related to experiences in their own lives?

D. Evaluation

1. Have each group report its conclusions.
2. Give objective test on fable.

E. Extended Interest

Among the fables that pupils should know are those about:
    a. The fox and the sour grapes
    b. The industrious and the lazy grasshopper
    c. The greedy dog who thought that the dog in the water had a longer piece of meat
    d. The wind and the sun quarreling over which could make the traveler remove his cloak
    e. The goose that laid the golden egg
With each of these fables, the pupils may state the moral.

## LEVEL SEVEN

## WRITING-GROUP III

A. Goals

1. General:
    a. To continue mastery of simple sentence structure
    b. To improve skill in handwriting and spelling
    c. To learn sources available for correct spelling
2. Specific:
    a. To develop sentences using descriptive language
    b. To listen and watch for environmental occurrences
    c. To use sounds and sights to make descriptive sentences

B. Suggested Activities

1. Read a paragraph deleting the adjectives. Read the same paragraph inserting adjectives. Discuss the need of descriptive language in oral and written language. This may be done very effectively by the use of transparencies and overlays which cover the adjectives.
2. Ask the students to complete the following sentences with several answers:
    a. Soft as (a)__________
    b. Smooth as (a)__________
    c. Coarse as (a)__________
    d. Loving as (a)__________
    e. Fluffy as (a)__________
    Students should use their creative ability to write descriptive words that are relative to this assignment.
3. Tape various sounds that are common to the child's environment:
    a. School bell
    b. Closing of locker
    c. Book dropping
    d. People walking
    e. Writing on chalk board
    Ask the students to write one sentence describing the sound that they hear.

4. Tape five sounds that could be developed into a short story; have student select one group of sounds and write a paragraph:
    a. Door slamming, shrill scream, running footsteps, shouting, siren
    b. Cheering, music, low hum of conversation, laughter, applause
    c. Whistling, kicking of tin can, raking of stick across a fence, sound of rushing water, splash

C. Materials

1. Textbook
2. Tape recorder
3. Dictionary
4. Overhead projector

D. Evaluation

1. Did the student write creative sentences?
2. Were the students interested in the sounds taped? Did their stories show creativeness?
3. Did the students use the dictionaries?

## LEVELS SEVEN, EIGHT, NINE

## WRITING A PARAGRAPH

This lesson pattern may be used with the same class many times in the teaching of paragraph development.

A. What is a Paragraph?

1. Definition:
   Have students bring books, newspapers, and magazines. Read and discuss various paragraphs. Stress idea of development of one central idea in each paragraph.
2. Idea of unity:
   Discuss development of one central idea in a paragraph. Bringing in fact that extraneous ideas would only confuse reader. Sentences must show relationship to each other. Present examples of paragraphs (some good; some bad). Discuss.
3. Development of one central idea:
   Discuss topics--good and bad. Avoid subject matter that is too broad.

B. Topic Sentences of Paragraph

1. Definition: A topic sentence announces the main thought of the paragraph.
2. Purpose: Topic sentence keeps one from wandering from the subject. Learn to organize thoughts. Go over examples of paragraphs. Find and discuss topic sentences. Find any irrelevant material. WHY does it not belong? Write topic sentences. Discuss.
3. A device to help you follow the writer's thinking: Read and discuss examples from literature books. Discuss possibility of topic sentence being absent but the fact that a topic is understood even though it may not be expressed. Discuss location of topic sentence in a paragraph.

C. Paragraph Organization

1. Expression of central ideas of paragraph in topic sentence: Bring magazines to class. Choose an example of a paragraph. Find the topic sentence. Read a paragraph. Discuss. Does paragraph fit the topic sentence?
2. Unity of thought: Present topic sentences with various items listed. Eliminate those which are irrelevant.
3. Arrangement of sentence in proper order: Present scrambled paragraph. Rearrange sentences in clear, logical order. DISCUSS what was done.
4. Jotting down ideas on chosen subject: Present various topics or have students choose their own. Decide on a central idea for a paragraph. Enumerate points which develop this idea. Group in logical order.
5. Writing paragraph: Write paragraph based on material in "D".

D. Writing a Paragraph

1. Write 2. Proofread 3. Revise
   Write another paragraph; follow all steps; proofread; revise. Discuss good and poor examples of paragraphs.

E. Linking the Sentences of a Paragraph

1. Pronouns 2. Repeating words 3. Repeating phrases
   Discuss the various mechanical devices and tricks to unite a paragraph. Work together on examples. Write your own. Discuss.

Note: Transparencies and overhead projector are used when it helps to clarify the point being made.

## LEVELS SEVEN, EIGHT, NINE

## CREATIVE WRITING

Lesson Pattern

A. Goals

1. To encourage use of imagination
2. To give students practice in good writing habits, apart from rigid composition forms

B. Activities

1. Class preparation:
   a. Read several good short stories with the class.
   b. Discuss with the class why the story is good.
   c. Discuss with the class possible source materials of authors.
   d. Discuss with the class possible source materials which they could use in writing a short story. Caution them to stay very close to their own personal experiences.
   e. Emphasize importance of jotting down ideas before beginning their first draft.
2. Allow students to write frequently in a relaxed classroom climate conductive to writing of this type.
3. Have students write a daily journal on any topic they wish for the first ten minutes of every class period. Keep these journals in the classroom to insure their being there. Do not grade or read (unless student desires) these journals as it would stifle self-expression in the student. These could be good source material for the creative writing units.

## LEVEL EIGHT

## THE ORAL REPORT

Purpose: The purpose of this unit is to review good speaking habits, to develop more poise before an audience, and to gain practice in organizing and delivering talks for an audience.

A. Goals

1. To capitalize upon sharing reading experiences
2. To teach art of self-expression
3. To gain ability in speaking well before an audience
4. To teach differences in private conversational habits and special set of habits needed for speaking in public
5. To provide activity for meaningful study in the use of correct grammar, colorful words, and complete sentences
6. To review and strengthen skills in good contact habits with an audience by speaking directly to the audience and by practicing relaxed, correct speaking posture
7. To call attention to differences in written and oral reports:
   a. In written reports the written words must express ideas and meanings.
   b. In oral reports the importance of pronunciation and enunciation, and distinct speech patterns in conveying ideas and meanings is noted.
8. To teach proper preparation of oral reports through outlining of the most important facts and events and using notes in organization of material for continuity in giving the report

B. Activities

1. Read with the class the material in their text on the subject of speaking and oral reports. Discuss rules and add any others the students may suggest.
2. Do the pertinent activities in the area of pronunciation and enunciation, and the other related speech problems.
3. Have the students do a written report on the book they have read using the standard outline (or outline which had been selected by the teacher) for written reports.
4. The teacher may prepare a book report on a book which the class could accept and illustrate the outlining for an oral report and how to make and use note cards for memory aids for their oral report. (A suggested book would be THE BLACK PEARL by Scott D'Dell.)
5. Students may use the teacher's example or an example from the book in making their own outline and note cards for their oral report.
6. The class could be divided into small groups in a form of buzz session to practice giving reports and making evaluations (this will depend on the size and type of the class).
7. Two or more periods (as many as necessary for each student to give his report) should be given to the oral reports (too many oral reports result in boredom and inattention).
8. An evaluation by the entire class on the talks in general should be made at the close of each period using a prepared form.

C. Materials

1. Textbooks
2. Teacher's manuals
3. Book for report
4. Tape recorder (if desirable and time permits the recording of talks for individual evaluation)

## LEVEL EIGHT

## SPEAKING

Objective

To make the individual student aware of his errors in diction and expression when reading aloud

First Day

Objective

To make the students aware that preparation is necessary for effective oral reading

Suggested material;

1. "The Strangers That Came To Town", Ambrose Flack. ADVENTURES IN LITERATURE FOR READERS
2. "The Stone", Jerome Ross and Larry. ADVENTURES IN LITERATURE FOR READERS

Lesson

Choose a play with a number of characters. The students should not have a chance to read the play first. Read the play aloud in class, changing the readers at the end of each act or scene. Each student should have a chance to read. Discuss the way each character was read: Was the reading audible? Could you understand the reader? Was the character being read interpreted the way you would have read him? What did you think of the reader's expression? Could the reader do a better job if he were to read the same part a second time? Try it.

Second Day

Objective

To make the student aware of saying every letter that is heard in a word. To make the class aware of some of their diction errors.

Suggested material;

1. A list of spelling words or vocabulary list
2. A list of slang expressions that you, the teacher, have collected that show sloppy diction used by the students

Lesson

Have the class say their spelling or vacabulary words aloud. Ask the class what sounds and letters are heard when the word is said. Have them listen to one another to make sure each sound is being heard clearly. Saying words correctly is a key to spelling them correctly. Discuss some of the single sounds made by letter combinations. Example: tion, sion, ar, or, er, ch, qu... Do their mouths and jaws move from enunciating correctly? Point out that contractions all start as the sluring together of two or more words. Discuss some of most common diction errors used by the class. Example: Our-are; "Hey, yoose guys!"; becuz-cuz-because; just-jist

Third Day

Objective

To have the class listen to more than one good reader, and to have each student choose a poem to read aloud to the class

Suggested material;

1. A recording of "The Raven" by E. A. Poe
2. The tape of TO BUILD A FIRE; available from the reading room
3. Any good recording of a known reader
4. Literature books
5. Copies of REFLECTIONS ON A GIFT OF WATERMELON PICKLE
6. Other available poetry books

Lesson

Listen to and discuss the recordings. Have each student choose a poem and practice reading it aloud to himself or to another student.

Fourth Day

Objective

Reading of poems by individual students using good diction and expression

Lesson

Have each student read his poem aloud. If students are reluctant to comment on one another's reading, have them use written critiques. If the class is shy or in need of practice in reading poetry, they should spend another day preparing. The extra day could be used for a class reading of "The Charge of the Light Brigade" as found in ADVENTURES IN LITERATURE FOR READERS. This is a choral reading and easily adaptable to a class reading.

## LEVEL EIGHT

## WRITING-GROUP II

### A. Introduction

Letter writing is both a functional and essential activity in writing. It is an aspect that will be used now, and in the future.

### B. Goals

1. To learn and use correct letter forms
2. TO WRITE interesting, conversational, courteous, correct, clear, and complete friendly letters and social notes
3. TO WRITE clear, concise, correct business letters
4. TO WRITE clear, concise, complete, and correct letters of application

### C. Suggested Activities

FRIENDLY LETTERS

1. Have students bring letters they may have received to share with class.
2. Have students make several "skeleton" letters using their own address.
3. Have students relate, in writing, their thoughts, feelings, and activities for several days. Keep these for reference, as they can be useful to help recall incidents which might be interesting.
4. Use student letters as models to correct.
5. Write friendly letters to friend who lives far away and is not seen often.
6. Write letter to someone about a specific incident or interest.
7. Write social notes:
   - a. Thank you letter
   - b. Invitation
   - c. Acceptance
   - d. Regret
   - e. "Bread and butter"
   - f. "Get well"

BUSINESS LETTERS

1. Clip ads from magazines and newspapers and use as basis for letters.
2. Clip ads for free material; write letters requesting this material.
3. Write a letter applying for a job as junior counselor. Use the following inside address:

   Mr. Sydney Ames
   Director of Camps
   306 Boulevard Avenue
   San Francisco, California 94105
4. Write to places for free literature about vacations, opportunities, etc.

### D. Procedure

FRIENDLY LETTERS

1. Learn parts of friendly letters. May be review, but stress correctness, as far as punctuation, spelling, and form.
2. Stress importance of conversational tone.
3. Stress interest.
4. Look at letters students bring.
5. Have students make notes and write letters using them.
6. Examine letters and discuss several in class, correcting and reconstructing as needed.
7. Write friendly letter to friend living far away.
8. Write letter to someone about specific incident or interest.
9. Give student some object as a gift; or a picture of an object.
10. Then stress the forms of thank you letters.
11. Write thank you letter for gift.
12. Write letter inviting student or adult to school party.
13. Write letter of acceptance.
14. Write letter of regret.
15. Discuss "bread and butter" notes as to form.
16. Write "bread and butter" note to friend at whose house you have stayed.
17. Write letter to sick friend.

BUSINESS LETTERS

1. Learn parts of business letter.
2. Stress importance of correctness, conciseness, clarity.
3. Use ads to write letter.
4. Examine letters and criticize several in class.
5. Write letters for free material.
6. Prepare a one page summary of education, training, experience, awards, achievements, interests, and hobbies:
   - a. Use this to decide what you are best qualified to do.
   - b. Use also to convince employer, in letter, that you should be hired.
   - c. Answer "help wanted" ad, apply for job as if education and training had been acquired.
7. Write letter to an adult asking permission to use his name as a reference and/or asking for a recommendation.

### E. Evaluation

Examine all letters for form correctness; conciseness; accuracy in punctuation, grammar, and spelling; clarity; courtesy; and legibility.

## LEVEL NINE

## LISTENING

I. Objectives

- A. To become aware of the importance of listening skills
- B. To improve the process of alert listening
- C. To distinguish between the various types of listening
  - 1. Listening for entertainment
  - 2. Listening for escape
  - 3. Listening for inspiration
  - 4. Listening for information and ideas
  - 5. Listening to evaluate and form opinions
- D. To listen for main points and ideas
- E. To become aware of the importance of listening skills
  - 1. Discussion: As a means of introducing this unit, the teacher might devise some sort of quiz that could bring the importance of listening abruptly to the student's attention.
  - 2. Activities:
    - a. Listening Test-Instructions: Try this listening game to see how well you can understand directions and how quickly you can follow them. Some of the questions are nonsense but they are a good test of your listening ability. Number your paper from 1-9. The teacher will read each direction ONCE only, pausing briefly for you to follow it. This is a LISTENING test:
      - 1) Write YES no matter what letter your name begins with.
      - 2) Of the words SCHOOL and BOX, write the shorter.
      - 3) Write NO even if you think cows are larger than dogs.
      - 4) Write the numbers 2, 7, 9, 5, 8 and circle the largest.
      - 5) If you circle 7, make a square; if not, make a cross.
      - 6) If birds can fly, complete this sentence correctly: Hens lay ______.
      - 7) If 3x2=8, make a circle; if not, make two dots.
      - 8) Give the wrong answer to this question: "Are you in the United States?"
      - 9) If Washington was not the first President of the United States, write the shorter of the words RED and GREEN; if he was, sign your name.
    - b. Read directions for a game, an assignment, or to a particular place, then ask questions about them.
    - c. Have students give oral directions for locating a certain unnamed business house in the vicinity. The other students should be able to identify the business if the directions are clear.
    - d. Have each student compose a treasure map which anyone could follow and find the treasure located in the same classroom. Stress the importance of making the details and points clear.

II. To learn the process of alert listening

- A. Discussion: Point out some of the guides for better listening:
  - 1. In all listening situations, conversation, classroom discussion, or assembly program, concentrate on understanding the words of the speaker.
  - 2. Take notes if there is a chance you might forget what you hear.
  - 3. Do not daydream while others are talking. Interest yourself in the topic.
  - 4. Do not use the time when others are speaking in thinking of what you are going to say next.
  - 5. Listen so you will not have to have people repeat remarks that were addressed to you.
  - 6. Do not try to listen and do something else; listening is a full time activity.
- B. Activities
  - 1. For one full minute, let the class remain quiet and listen for all the different sounds that they can identify in the room, in the building, and in the neighboring area. On the blackboard make a list of the sounds.
  - 2. Relaying messages. Divide the class into two relay teams. Let the teacher write two copies of a message and hand them to the team leaders. Each leader whispers the messages once to his next teammate, who repeats it to the next, and so on to the last member. The last member writes it out and gives it to the teacher, who determines which team listened more accurately. Begin with an easy message like, "The freshman class will be dismissed at the beginning of the fifth period."

III. To learn to be interested in listening by recognizing the purpose inherent in every communication situation and thereby exercise interest in every situation

- A. Discussion: Point out the large number of sounds important to everyday life and how we react to each sound:
  - 1. Traffic noises: brakes, fire engines, police sirens, horns
  - 2. Bell signals in the school: ten minute warning bell, fire alarm, dismissal bell
  - 3. Movement of other classes and people in the hall while class is in progress
  - 4. Other distracting noises that interfere with normal activity in the classroom
- B. Activities
  - 1. Make list of ten different listening situations which you encountered during one day. Compare the lists with other students' and see the similarities and differences.
  - 2. While the teacher reads a paragraph to the class, have each student write down the sounds he hears during the time the teacher is reading; discuss the effects these sounds had on what the teacher was reading.

IV. To distinguish between the various types of listening:

a. Listening for entertainment
b. Listening for escape
c. Listening for inspiration
d. Listening for information and ideas
e. Listening to evaluate and form opinions

A. Discussion: Point out the various types of listening under each category:

1. When listening for entertainment, we enjoy the antics of Bob Hope and Red Skelton. We thrill to Hollywood romance seen and heard on the screen. We watch variety shows on television. We like to hear, and tell, funny stories. Listening for entertainment makes up a large part of our total listening.
2. Girls like to dream of themselves as famous movie stars, and boys like to imagine themselves as "Superman" or famous athletes. So, for a little while, people like to escape from the real world by listening to Westerns, sport thrillers, or detective adventures.
3. Listening can also uplift the spirit, renew faith, and inspire one to be better and do more. Annually we listen to programs honoring Memorial Day, the Fourth of July, Thanksgiving Day, and Christmas. There are weekly sermons, and there are pep talks to the boys before a game. Especially and always inspiring is good drama.

B. Activities:

1. Listen to one of Bill Crosby's records to illustrate listening for entertainment and enjoyment.
2. Have each student write a paragraph on who they would like to be most if they could be anyone in the world and why? Read several of the better paragraphs aloud to the class and discuss the more popular selections.
3. Read aloud the story, "Flowers For Algernon" by Daniel Keys. Discuss the theme of the story and the main character, Charley. Have each student write, in his own words, the MORAL of the story.
4. Invite a guest speaker to the class. For example: Mr. Noell Kretz will speak to the class on interviewing for a job. Mr. Kretz is the personnel director of a large industry in the city and will inform the students of the various things that a prospective employer looks for and takes notice of when talking to an applicant for a job. After the speaker leaves, discuss the most important points that he made and stress the importance of listening for information.
5. Show a film and material presented by the American Cancer Society on the dangers of smoking. Try to pass no value judgments without having something definite in the material to back you up. Students will take notice more readily if you have facts rather than opinions only.

V. To listen for main points of ideas

A. Discussion:

1. Most speakers state their theme, or central idea, in the opening words of their talks. If you fail to listen at the beginning, you may not be able to find the meaning in the later ideas since you don't know the topic to which they are related.
2. Most speakers also provide signposts to help you recognize main ideas. Good speakers signal important ideas by transitional expressions as FIRST, SECOND, ANOTHER point, CONSEQUENTLY, etc.

B. Activities:

1. Select a radio or television speech and decide on the central idea.
2. Read an article from Reader's Digest and summarize the main idea of the selection.
3. Select a series of paragraphs. Read each aloud, one at a time, and then ask basic questions over the main idea of the paragraph. Try for improvement between the first and last by stressing more careful listening.

VI. Summary

A. The unit lends itself to a variety of activities. It provides naturally for use of materials dealing with other places and other peoples.
B. Reading, Writing, Speaking, and Listening are all involved in this unit.
C. The unit fits well into any length of time. The activities may all be utilized, or one from each category may be used to illustrate each objective. The ideal time alloted for the unit would be approvimately five days.
D. There would be no formal testing at the end of the unit. The unit is meant to increase listening skills and inform the student of the listening skills, and formal test would tend to discourage achievement on an individual level. With Group III, the individual achievement in an area such as this is much more important than general achievement.

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## LEVEL NINE

## READING—GROUP I

**Unit plan for ROMEO AND JULIET**

A. General Objectives

1. Introduce Shakespeare to the students.
2. Make students aware of the timelessness of human emotions.
3. Make students aware of the creativeness used by Shakespeare to make his plays effective.
4. Introduce students to literary techniques.
5. Help students to understand and enjoy Shakespeare's ROMEO AND JULIET.

B. Specific Objectives

1. Allow students to feel a part of the class through participation.
2. Help students to identify with characters and to actually know them as people.
3. Give students an appreciation for Shakespeare's wit and humor.
4. Introduce students to the language of Shakespeare.
5. Help the students to become aware of the theme and its application to our lives.
6. Help the students recognize literary devices.

### INTRODUCTION OF SHAKESPEARE

| ACTIVITY | METHOD |
|---|---|
| 1. History of period | Short lecture |
| 2. Life of Shakespeare | Film |
| 3. Explanation of Shakespearean controversy | Short lecture and discussion |

### INTRODUCTION TO PLAY

| | |
|---|---|
| 1. Shakespearean reading | Record--Reading by Richard Burton |
| 2. Setting of play (discussion of how the situation was real for the period) | |
| 3. Mention devices used to make play more effective. | |
| 4. Assign parts of first scenes. | |

### BEGINNING OF PRESENTATION

| | |
|---|---|
| 1. Start play. | Students read aloud |
| 2. Explain lines and meaning of language. | |
| 3. Assign parts for Thursday. | |

| | |
|---|---|
| 1. Continue play. | |
| 2. Ask students meaning of lines and significance. | Students read aloud. |
| 3. Assign parts. | Class discussion |

---

A. Continue method until play is completely read.
B. Hold class discussions after each act.
C. Discuss character development.
D. Reemphasize literary devices.
E. Give factual Quiz after each act.

---

### CONCLUSION OF PLAY

| | |
|---|---|
| 1. Discuss what a tragedy is. | Short lecture |
| 2. Have students explain how play fits in this category | Class discussion |
| 3. Discuss what possibilities exist for the play to happen in modern day. | Class discussion |

4. Introduce "West Side Story":
   a. Give general plot.
   b. Tell students to be aware of comparisons between the two plays.
   c. Assign parts for "West Side Story".

| | |
|---|---|
| 1. Read "West Side Story". | Students read aloud |
| 2. Discuss analogies and counterparts between the two plays. | Class discussion |
| 3. Discuss how "West Side Story" proves the theme of "Romeo and Juliet" is timeless | Class discussion |

| ACTIVITY | METHOD |
|---|---|
| 1. Listen to "West Side Story".<br>2. Discuss social problems and satire presented by the record.<br>3. Divide class into study groups.<br>4. Give each student a study sheet with thought questions. | Record<br>Class discussion |
| 1. Allow groups to divide into sections in the room and discuss questions | Teacher acts only as a monitor-doesn't give answers; just pointers. |

### EVALUATION

1. Factual quiz after each act
2. Factual quiz after entire play
3. Discussions of the play
4. Language quiz--translating lines to modern English
5. Thought test:
    1) Questions on theme
    2) Comparisons between two plays
    3) Questions on literary devices
    4) Character development
    5) Application of play to the student and his society

### RESOURCES

1. Film--"Life of Shakespeare"
2. Record--"Shakespearean Reading by Richard Burton"
3. Enough copies of "West Side Story" for an entire class
4. Record-"West Side Story"

### REFERENCES

1. Monarch ROMEO AND JULIET
2. The ELIZABETHAN PERIOD
3. The SHAKESPEAREAN CONTROVERSY

## LEVEL NINE

## COMPOSITION BASED ON LITERATURE

This unit assumes that students have already been introduced to paragraph development. Now they are to learn theme composition which is to be related to literature. For this particular unit, THE DANCERS has been used.

Three days *

| | Suggested Activities |
|---|---|
| 1. Explain and discuss the types of themes:<br>a. Narration<br>b. Description<br>c. Composition<br>d. Persuasion | 1. Read selected articles and have the students identify them according to types.<br>2. Have the students bring to class and read interesting selections. |

*Time is approximated.
Factors such as class size and ability
must be considered.

**********

Three-Four days

| | |
|---|---|
| 1. Discuss the orders for arranging a theme<br>a. Chronological<br>b. Spatial<br>c. Difficulty<br>d. Interest<br>e. Comparison and contrast<br>f. Importance<br>g. Inductive<br>h. Deductive | 1. Read selected articles and have students identify their order.<br>2. Select certain topics and have students discuss the best order to be used in their development.<br>3. Students should select a topic, develop details and an order. |

**********

| | Suggested Activities |
|---|---|
| One day | Play--THE DANCERS |
| 1. Writing about plays:<br>a. Analyze one of the main characters.<br>b. Analyze an important speech.<br>c. Explain some dramatic conflict.<br>d. Describe the staging of a scene.<br>e. Discuss the theme or some related implications.<br>f. Compare and contrast two or more of the characters. | 1. Have the students select and organize one of the following topics:<br>a. Analyze any character in the play that is especially interesting.<br>b. Analyze Inez's request of Horace that he once again try to take Emily to a dance. Analyze Mary Catherine's speech about Confidence.<br>c. Explain the developments which finally lead to Horace's stand against his aggressive sister. Explain the conflict which exists between Emily and Elizabeth (mother and daughter).<br>d. Describe a scene which is most interesting.<br>e. What is confidence? How do we acquire it? What does it mean to a teenager?<br>f. Compare and contrast Emily and Mary Catherine. |

..........

One day

| | |
|---|---|
| 1. Final draft should be written in class and handed in at the end of the period. | 1. Students should be able to explain or list the type of organization of their theme. |

..........

One-Two days

| | |
|---|---|
| 1. Read and discuss selected papers in class. Emphasize strong points. | 1. Use opaque projector to show papers on a screen. Discuss the value of the organization, development, and idea used in the themes. |

..........

Two-Three days

| | |
|---|---|
| 1. Return papers with suggestions for improvement. | 1. Have individual conferences with each student to explain strong and weak points. Students should work on polishing their papers while conferences are going on. Papers should be returned to be placed in individual student files so that improvements can be more clearly identified. |

## LEVEL NINE

## DEVELOPMENT OF PARAGRAPH BY COMPARISON

Purpose: To teach the development of a paragraph by comparison. Comparison can be a valuable technique as one of the methods to be used to make your writing clearer and more interesting. It is a way of learning about something by relating it to something else. It is a highly effective way to organize writing. It is a method of presenting ideas which gives the reader quick understanding. It provides additional information very efficiently.

A. General Goals

1. To help the student improve written expression
2. To encourage the student to increase his vocabulary through usage of words
3. To point out the comparison method of developing a paragraph
4. To stress the importance of planning before writing
5. To emphasize the value of proof-reading and revising all written work

B. Specific Goals

1. To implement all of the general goals listed above
2. To make comparisons in sentences
3. To use comparison to develop meaning in a paragraph
4. To vary sentence structure
5. To apply the rules of grammar and punctuation correctly
6. To enrich vocabulary skills and use new and known words correctly
7. To emphasize the use of the semicolon in this unit
8. To stress numbers 4 and 5 of the general goals
9. To write paragraphs using the comparison method

### C. Procedure

(Mimeograph a copy of the model of each student)

1. Introduce the unit by reading the model. (See next page)
2. Emphasize that by comparison method you use ideas or objects that are basically alike:
   a. Major areas in common with each other
   b. Both must belong to same class.
   c. Avoid writing based on false comparison.
3. Study vocabulary words used in this selection: concocted, fabulous, complacent, futility, displacement, unsinkable, priceless, Rubaiyat, collectively.
4. Point out the use of the semicolon.
5. Note the variety of ways comparisons are made within a sentence in the second paragraph of the model: also that the use of the word "both" could have been replaced with the word "each", etc.
6. Write 3-5 sentences comparing pairs of your own choosing, such as:
   a. Two baseball pitchers
   b. Two cars
   c. Two television shows
   Practice use of semicolon in these sentences to relate the pairs of subjects.
7. Write 3-5 sentences. In each sentence give an example that shows how you make comparisons as a method of developing ideas in your other classes at school. (e.g., Civil War--compare the North and the South: Wealth, population, railroads, farm production)
8. Write 3-5 sentences comparing two things by using the word "both" in each sentence. Now re-write and use the word "each" in place of the word "both".
9. Discuss with students that ideas are often too complicated to be stated in a single sentence, so the paragraph needs to be developed as the unit of comparison. Now study the model again. Show that the model has the first paragraph outlining the plot of a novel and the third paragraph outlining the historical incident. These are separated by a paragraph, but usually the comparisons would be made without the intervening paragraph. Now study the order of the organization of each paragraph: the dates, passengers, time and manner of the sinking.
10. Make notes about a subject you can develop by comparison method, such as:
    a. Music of today and the Gay Nineties (or Roaring Twenties)
    b. Schools of today and yesterday
    c. Astronaut and early pioneer (Lindbergh)
    d. Elementary school and junior high school
    e. Baseball and football as national pastimes
    f. Any subject the student can develop by comparison method
11. Plan your paragraph about the subject you selected in number 10. Outline your plan. Develop two paragraphs. Watch carefully for complete sentence structure and variety in structure. Vary sentence lengths for effectiveness.
12. Read your paragraphs carefully. Check for correct choice of words, spelling, and punctuation. Check to see if you used verbals correctly. Tape record your paragraphs. Listen to them. Make any changes you need. Re-write if necessary.
13. Write your paragraphs in final form.

### D. Suggested Activities

1. Use appropriate films showing outlining, paragraphing, building, etc.
2. Use overhead projector to show good paragraphs developed in class. Discuss the good points.
3. Divide class into groups. When individual student has trouble in construction a sentence, have him put this on a "Help Wanted" list. Have the group help each other in solving the problem. Have group evaluate their paragraphs.
4. Find examples of comparison method from other books-could be from literature books, other textbooks, library books, magazines, etc.

### E. Materials

1. Models of good paragraphs by comparison method
2. Textbooks
3. Literature books
4. Audio visual aids
5. Library resources

### F. Evaluation

1. Has the student used good paragraph form?
2. Has he used a topic sentence (or has the central idea idea in the paragraph been developed)?
3. Has he developed an orderly sequence of thought?
4. Has he made an appropriate choice of words for clarity and to express ideas?
5. Has he proofread and corrected errors in his first draft?

## MODEL FOR DEVELOPMENT OF A PARAGRAPH BY COMPARISON

A Model for Study taken from the Foreword to A NIGHT TO REMEMBER by Walter Lord

In 1898 a struggling author named Morgan Robertson concocted a novel about a fabulous Atlantic liner, far larger than any that had ever been built. Robertson loaded his ship with rich and complacent people and then wrecked it one cold April night on an iceberg. This somehow showed the futility of everything, and in fact, the book was called FUTILITY when it appeared that year, published by the firm of M. F. Mansfield.

Fourteen years later a British shipping company named the White Star Line built a streamer remarkably like the one in Robertson's novel. The new liner was 66,000 tons displacement; Robertson's was 70,000 tons. The real ship was 882.5 feet long; the fictional one was 800 feet. Both vessels were triple screw and could make 24-25 knots. Both could carry about 3000 people, and both has enough lifeboats for only a fraction of this number. But, then, this didn't seem to matter because both were labeled "unsinkable".

On April 10, 1912, the real ship left Southhampton on her maiden voyage to New York. Her cargo included a priceless copy of the RUBIYAT of Omar Khayyam and a list of passengers collectively worth $250 million dollars. On her way over she too struck an iceberg and went down on a cold April night.

Robertson called his ship the Titan; and the White Star Line called its ship the TITANIC. This is the story of her last night.

## WRITING

## SUGGESTED FOR JUNIOR HIGH COMPOSITION

A year's study suggested for high and average groups

A. Goals

1. To teach students to orient their writing around a central theme
2. To effect a mastery of the topic sentence
3. To effect a partial mastery of the transition sentence
4. To effect a basic understanding of a composition form: introduction, body, conclusion

B. Activities

1. Assign or suggest theme topics:
    a. Suggested sources:
        1) Pictures
        2) Current events
        3) Related topics to their social studies curriculum
        4) Social (peer and family) problems peculiar to their age
        5) Topics inspired by their literature
        6) Student-suggested topics
        7) Nonsense topics (for creative thinking)
    b. Suggested topics:
        1) Based on pictures:
            a) Create a story based on a picture
            b) Describe picture
            c) Describe a chain of events that led up to the scene depicted in the picture
        2) Based on current events:
            a) Integration
            b) The draft
            c) The war
            d) A "big brother" government
            e) America's foreign policy philosophy
        3) Based on social problems:
            a) Boy-girl relationships:
                1) Should girls call boys?
                2) When should dating begin?
                3) Why a person is "popular"?
            b) School experiences;
                1) Is cheating ever justified?
                2) Should a person ever "rat" on a friend?
                3) Value of extra-curricular activities
                4) The value of education

4) Based on nonsense topics:
   a) "Why the Monkey Could Fly"
   b) "Why the Elephant Could Talk"
   c) Assign an exercise to be written based on anything:
      1) Glass
      2) The beach
      3) Rain
      4) Machine and devices (Students will write short stories, plays, poems, compositions or descriptions according to their inspiration.)

2. Writing procedure: There should be a progression throughout the year. Filing student writing makes it possible for both teacher and student to note progress and to check persistent errors:
   a. Assign the first theme to be completed in one class hour:
      1) Evaluate it as to progress thus far attained.
      2) Return to class without a "grade", but with constructive comments.
      3) Talk to each student for a few minutes about his paper
   b. Assign topics (to be handled as the first theme was) based on a discussion of the following structural elements:
      1) Well-written sentences
      2) Topic sentences and the paragraph
      3) Transition sentences
   c. The composition:
      1) Explain the structure of a composition (introduction, body, conclusion).
      2) Assign topic(s).
      3) Tell students to jot down all ideas that occur to them related to topic.
      4) Give students four to seven days to complete composition in class (plan, write, edit and revise, proofread, and recopy final draft).
      5) Assist them all daily.
   d. Teacher evaluation:
      1) As each student's paper has been corrected in progress, the student has produced his best work on his final draft. It is, therefore, suggested that the teacher make no destructive comments on these compositions before they are handed to the student, but point out its good points.
      2) Hand papers back to students with a letter grade.
      3) Review each paper individually while class is working on a new assignment. This will take only one or two class periods.
   e. Repeat this process throughout the remainder of the year.

## LEVEL TEN

## WRITING THE PARAGRAPH

### A. Goals

1. To teach students to improve their paragraph writing:
   a. By first introducing five basic areas of paragraph writing:
      1) Topic sentence--subject and attitude
      2) Subtopic Sentences
      3) Supportive details
      4) Good sentence structure
      5) Mechanics of good writing (spelling, punctuations, capitalization)
   b. By "tying" these five areas together as a unit rather than considering them as isolated factions
2. To teach students to evaluate their own work and that of fellow students:
   a. By encouraging group work
   b. By encouraging constructive criticism
3. To provide an orderly procedure for revision:
   a. By giving them their own material to revise
   b. By detailing suggestions for analysis so that they may discover weaknesses in a "guided discovery" manner

B. Suggested Activities

1. Assign a uniform topic to the entire class and instruct each student to write a paper of three to five paragraphs about that topic.
2. Type these paragraphs on dittos exactly the way the students wrote them.
3. Run off enough copies so that each student may have one of his own. Number code the paragraphs so that YOU will be able to tell who wrote them, but so that the students will not know. (Ask the students not to identify which paragraph they wrote because it may inhibit analysis.)
4. Divide the class into five groups--one group for each of the areas mentioned above. Assign a chairman for each group.
5. Type up evaluation sheets for each of the five areas, breaking down the areas into suggested typical errors and weaknesses which they should look for. (Example: THE TOPIC SENTENCE: 1. Does it adequately present the subject? 2. Does it adequately present the attitude of the writer? 3. Does it include the time? 4. Does it include the place? 5. Has the topic sentence been sufficiently restricted and narrowed down?)
6. Allow students to meet in their respective groups and, through group discussion, evaluate each paper according to the specifications on the evaluation sheets.
7. In order to give them the opportunity to gain experience in each of the five basic areas, have them spend two to three days in each group and then rotate the groups.
8. After they have finished evaluating the paragraphs, collect all of the evaluation sheets--each student should have five sheets referring to the paper he wrote. Hand these five sheets back to the original writers and let them examine the criticisms.
9. Have each student revise his paragraph. The class should be quite aware of the elements of good paragraph writing and practical application of same at the completion of these exercises.

## LEVEL TEN
## READING AND WRITING

The purpose of this unit is to teach students an appreciation of Edgar Lee Master's SPOON RIVER ANTHOLOGY and to aid them in writing their own version of this masterpiece.

A. Objectives

1. To identify the basic poetic elements of free verse--conciseness, and naturalness of imagery and diction--as used in SPOON RIVER ANTHOLOGY
2. To be able to identify and write from an unusual "point of view" (e.g., seeing life from beyond the grave)
3. To identify irony and antithesis as used to develop themes in SPOON RIVER ANTHOLOGY
4. To interpret how community life affects individuals and vice-versa as developed in SPOON RIVER ANTHOLOGY
5. To write an epitaph in order to find meaning in one's own life
6. To be able to express one's own individuality and to relate that uniqueness in a meaningful way to the rest of the class
7. To be able to appreciate the contributions of classmates in creating a collective literary work
8. To acquire an insight into "the human condition" which is much the same regardless of the accidents of time and place
9. To be able to express the idea and fear of death and failure in a creative way
10. To be able to express oneself in a multi-media activity

B. Suggested Activities

1. Ditto and distribute selections from SPOON RIVER ANTHOLOGY based on your own preference and the ability of your students to understand.
2. Discuss each epitaph in terms of content and style and play it from record or tape.
3. If record or tape is unavailable, assign parts of the anthology for dramatic reading by different members of the class.
4. Have each student imagine himself dead and instruct him to write his own epitaph.
5. Have each student bring at least one picture, either drawn or clipped from a periodical, to illustrate his work. Pictures should be mounted on 8½"x11" paper.
6. Combine all of the students' epitaphs into a class anthology and ditto (You may wish to write an appropriate introduction and epilogue yourself).
7. Have one or more of your students illustrate the anthology with appropriate drawings such as tombstones, etc.
8. Have each student bring his own record to provide background music for his epitaph.
9. Have each student record his own epitaph on tape with his choice of background music.
10. Present the whole project to the class. Pass out the dittoed forms, play tape and show illustrations by use of an opaque projector.
11. Present this project to other classes. If more than one class has completed this unit, exchange presentations.
12. Save at least one set of student anthologies to be used in future classes.

C. Materials

1. SPOON RIVER ANTHOLOGY
2. Record of SPOON RIVER ANTHOLOGY (Ceadmon)
3. Tape recorder and tape
4. Record player and records
5. Opaque projector
6. Dittos
7. Illustrations on 8½"x11" paper

## LEVEL TEN

## PITFALLS OF LISTENING-PROPAGANDA

### A. Goals

1. To help students recognize the different types of propaganda devices
2. To alert students to the dangers of believing everything they read and heard
3. To encourage students to analyze all materials
4. To help students develop the art of good listening
5. To teach students to take good notes

### B. Procedures

1. Each student will be handed an outline of the basic materials that are to be covered.
2. The lecture method will be used mainly, with brief periods of discussion.
3. The student will take notes on the lectures.
4. Examples of each type of propaganda will be brought to class and will be discussed by the group.
5. The students will break into groups and analyze **different** types of propaganda.

### C. Materials

1. Books
2. Audio visual:
   a. Film--"Propaganda Techniques"
   b. Film strip--"Listening: Discover Speaker's Purpose"
3. Library resources:
   a. Several newspapers
   b. Several magazines

### D. Suggested Activities

1. Each student will analyze a piece of propaganda which has been mimeographed.
2. Each student will write a paper illustrating a specific propaganda device.
3. Each student will bring in labeled examples of propaganda.
4. The students will break into groups. Each group will identify a certain propaganda device from several different magazines and newspapers. Each group will show their examples to other members of the class.
5. The culminating activity will be a test of which seventy per cent will be objective and thirty per cent actual recognition of propaganda devices.

## LEVEL TEN

## READING A MYSTERY STORY

## "AUGUST HEAT"

### A. Goals

1. To capitalize on students' interest in supernatural, fantastic, and eerie stories
2. To continue study of the techniques used by short story writers to create a single effect as in other stories of a unit composed of stories such as "The Invisible Man" and "The Monkey's Paw":
   a. Atmosphere
   b. Characters
   c. Events
   d. Diction
3. To provide opportunity for students to read solely for enjoyment
4. To provide occasion for students' imagination to carry them beyond the events of the story

### B. Skills to be Stressed

1. Appreciation:
   a. Techniques used by an author to create an eerie and supernatural atmosphere by use of setting characters, events, and choice of words
   b. Evaluation of how skillfully the author weaves unexplainable events to create a mystical, supernatural atmosphere
2. Reading:
   a. Vocabulary:
      1) Learn new words which appear in the story.
      2) Understand word meanings in the context of the story.
   b. Comprehension:
      1) Understand the parts setting, character, and plot play in the total effect created by a short story.
      2) Recognize conflict in the short story and see it as an essential element of this particular literary form.
      3) Analyze the traits and motives of the characters.
      4) Recognize and react to the mood of the story.

3. Writing:
    a. Imaginative paragraph:
        1) Attempt to interpret story by adding a final paragraph.
        2) Imitate style and diction of the author.
    b. Mechanics:
        1) Give attention to grammar, rhetoric, punctuations, and spelling needed as evidenced from student writing.
        2) Proofread, edit, and revise.

C. Procedure

1. Review and relate the story to unit composed of mystery stories:
    a. Since this is one of a series of this type of story in the unit, students have been familiarized with skills needed for successful reading of the short story.
    b. Students will be asked to keep the following questions (which have been used in other stories of this unit) in mind as "August Heat" is read and discussed:
        *1) What is the setting of the story? Who are the characters? What is the plot? Are all three of these elements necessary to the story? Which seems to you most important? Why?
        *2) What makes the story exciting?
        *3) What are the characteristics of the people you meet in this story? Why do they act as they do?
        *4) What is the mood of the story?
        (*These are questions from Guidebook for EXPLORING LIFE THROUGH LITERATURE. They may be written on the board or students may have dittoed copies in their notebooks.)
2. Read aloud to the class the first five paragraphs of the story ("August Heat")
    a. Note a number of things about one of the two men.
    b. Note that Mr. Withencroft seems to be a practical, sensible man who would not be expected to become involved in a fantastic, unbelievable adventure.
3. Have students read the remainder of the story silently to see what that strange adventure was.

D. Activities

1. Give students a few minutes to enjoy the story through spontaneous discussion of events and their reactions to the story.
2. Questions for discussion:
    a. Why do you think the author chose to have this uncanny adventure happen to such a practical, matter-of-fact man as Mr. Withencroft appears in the introduction of the story?
    b. Allow students freedom in working out the significance of details:
        1) What is the connection (if any) of the title, "August Heat", and the events of the story?
        2) Why would the artist's drawing show the stonemason as a condemned prisoner?
        3) What is the reference to the "flaw" in the piece of marble?
3. Refer to questions on the board (dittoed copy in students' notebooks) for discussion.
4. Have class note how skillfully Mr. Harvey creates a single effect in the story through:
    a. Atmosphere
    b. Events
    c. Diction
5. Have students write a paragraph which might be attached to Mr. Harvey's story telling what the outcome of this strange adventure might be.

E. Materials

1. William Fryer Harvey, "August Heat" in EXPLORING LIFE THROUGH LITERATURE pp.58-61, (Scott, Foresman & Co., 1964)
2. Guidebook for EXPLORING LIFE THROUGH LITERATURE

## LEVEL TEN

### LIBRARY UNIT
(Does not include dictionary)

A. Goals

1. General:
    - a. To acquaint the student with use of library for reference and research
    - b. To introduce a variety of reference materials
    - c. To give practice in using these materials
    - d. To give practice in writing brief, accurate, and direct answers to questions
2. Specific:
    - a. To have student become better acquainted with book classification--especially the Dewey Decimal System
    - b. To give practice in reading for key words in sentences and in scanning for key words in articles
    - c. To give practice in reading questions accurately and in writing sentence answers, directly, accurately, and with all proper mechanics such as spelling and punctuation

B. Activities

1. First day:
    - a. List on board and have students keep a copy of the major references found in the school library; discussion the uses and limitations of each. These will be in the following classifications:
        - 1) Encyclopedias:
            - a) General--Adult (such as Britannica)
              Student (such as World Book)
            - b) Special--(such as Van Nostrand's Scientific Encyclopedia)
        - 2) Biographical Reference Books--(such as Who's Who)
        - 3) Almanacs
        - 4) Atlases
        - 5) Books of Quotations
        - 6) Vertical File
        - 7) Reader's Guide to Periodical Literature
        - 8) Card Catalogue
    - b. Stress importance of using appropriate material for easy, accurate reference; this is especially important in such fields as science, in which change is rapid. This can be dramatized by contrasting old and new references.
2. Second day:
   List on board and study the ten main subject groups of the Dewey Decimal System. One of the main groups may be divided into its more specific subgroups, and then further subdivided to illustrate how the decimal system operates. Any special provisions for biographical works should be explained, as well as the separate arrangement for fiction. The triple filing in the card catalogue, and the use of both Dewey and Cutter numbers in call numbers should be explained.
3. Third day:
   Visit the library and ask the librarian to show the arrangement of the material in that particular library. Students should have time to explore its resources, and may be asked to work on particular assignments as described in (5).
4. Fourth day:
   The class should organize and write short themes on the results of the library visit.
5. Fifth and following days:
   (May be arranged as one library day each week if that is more convenient than a solid unit)--A series of ten exercises, with one on each of the first seven classifications listed above under (1) and three on the card catalogue (under author subject, and title) should give the students practical experience in handling reference and research questions. Each student should have a particular assignment on each library visit. The assignments should be carefully rotated so that only a few students attempt to do one exercise at one time, so that all will have references. Sets of appropriate questions may be prepared by the teacher, or an excellent set may be found in Scott, Foresman's GUIDE TO MODERN ENGLISH, Grade Ten. These should be turned in as soon as completed and carefully checked for accuracy and completeness, but retained by the teacher until the unit is completed. It is suggested that exercises be fairly long, but the students be allowed to choose a certain number to answer; in this way each student has some latitude to choose the questions he finds most interesting.

C. Materials

1. Standard reference materials in the library (classifications listed on previous page)
2. Explanations of Dewey Decimil System and card catalogue as found in most standard English grammar texts
3. Set of reference exercises prepared by teacher or as found in Scott, Foresman's GUIDE TO MODERN ENGLISH--Grade Ten--1964

## LEVEL TEN

## WRITING-DEVELOPMENT OF DESCRIPTIVE PARAGRAPH

A. Goals

1. General:
   a. To further the development of effectiveness in written expression
   b. To emphasize the importance of planning before writing
   c. To stress the need for proofreading, editing, and revising all written expression
   d. To continue and refine work done in preceding grades on the development of the paragraph as a unit which presents a single idea or impression
2. Specific:
   a. To illustrate by model various devices used by an author to create desired mental pictures in the minds of readers
   b. To give students instruction and practice in planning, organizing, and writing paragraphs of description
   c. To help students develop greater facility in selecting details and presenting them in an orderly manner to create the desired mental pictures or impression
   d. To make students more aware and critical of their own written expression and that of others
   e. To review skills in grammar, usage, and mechanics needed as revealed from students' writing

B. Skills to be Taught and/or Reviewed

1. Development of a descriptive paragraph.
   a. Choose a topic about which vivid details can be presented.
   b. Limit the topic so that the paragraph will have unity.
   c. Select carefully the details which will create the mental picture or impression desired by the writer.
   d. Arrange the details in an orderly arrangement which will be most effective for the particular topic:
      *1) Spatial
      2) Analytical
      *This particular unit will stress spatial arrangement although other arrangements may be noted and discussed as needed.
   e. Decide on a definite point of view so that the reader sees the image from the same position as the writer.
   f. Use language which will create the desired impression and appeal to the various senses--sight, sound, smell, touch.
   g. Link sentences in such a way that the reader can follow the writer's impression or description.
2. Review of grammar, usage, and mechanics as needed.
3. Review (or teach if needed) of use of figures of speech to make the reader see the mental image with greater clarity.

C. Procedure

1. Introduce unit by discussion of means by which authors create mental pictures for readers by:
   a. Selecting and organizing details
   b. Using words which will make the readers see, hear, taste, smell or feel
2. Read aloud the first model paragraph (from "All Gold Canyon" by Jack London or others at the teacher's discretion):
   a. Note single impression created.
   b. Point out words used to create this impression.
   c. Discuss details selected by the author to create a single impression.
   d. Decide on point of view (location) from which the paragraph was written
3. Read the second model paragraph in which the above points are well developed and obvious.
4. Call attention to the connective expressions which aid the reader to follow the description (spatial organization) by arrangement of details in most effective way according to location-from left to right, far to near, up to down, or reverse.
5. Develop inductively instructions for writing a descriptive paragraph based on models studied. Students should know that in a descriptive paragraph the writer:
   a. Selects a topic which he wants to share with others or one which is needed to develop a longer composition
   b. Limits the topic so that he can describe one scene, one person, or one impression to give the paragraph unity
   c. Decides on a point of view (location) from which to describe the scene so that the reader sees with the writer
   d. Fills in visual details in some definite and effective arrangement
   e. Uses vivid, clear language to make the reader see, hear, smell, taste, or feel what the writer desires

D. Activities

1. Have students copy instructions for writing a descriptive paragraph developed above (or may be dittoed by the teacher).
2. Study remaining paragraphs from "All Gold Canyon" (or some other model) to see how Jack London creates a single impression by selection and arrangement of details and by his choice of words.
3. Decide on a scene for a descriptive paragraph:
   a. Write a good topic sentence.
   b. List details to be included.
   c. Decide on a point of view (position) from which to describe the scene.
   d. Rearrange details in tentative outline
4. Write rough draft of paragraph:
   a. Use selected details.
   b. Arrange these details from most effecrive point of view so that a reader can follow the description.
   c. Choose words which create a single impression.
5. Proofread, edit, and rewrite rough draft.

E. Materials

1. Corbin, GUIDE TO MODERN ENGLISH (Grade 10)
2. Pooley, EXPLORING LIFE THROUGH LITERATURE or dittoed copies of selected paragraphs from "All Gold Canyon" by Jack London to be used as models
3. Warriner, ENGLISH GRAMMAR AND COMPOSITION (Grade 10)

F. MODELS FOR STUDY IN DEVELOPMENT OF DESCRIPTIVE PARAGRAPH (to be dittoed-sufficient copies for all students unless using EXPLORING LIFE THROUGH LITERATURE, c. 1964 from "All Gold Canyon" by Jack London)

### ALL GOLD CANYON

1. It was the green heart of the canyon, where the walls swerved back from the rigid plan and relieved their harshness of line by making a little sheltered nook and filling it to the brim with sweetness and roundness and softness. Here all things rested. Even the narrow stream ceased its turbulent downrush long enough to form a quiet pool. Knee-deep in the water, with dropping head and half-shut eyes, drowsed a red-coated, many antlered buck.
2. On one side, beginning at the very lip of the pool, was a tiny meadow, a cool, resilient surface of green that extended to the base of the frowning wall. Beyond the pool a gentle slope of earth ran up and up to meet the opposing wall. Fine grass covered the slope--grass that was spangled with flowers, with here and there patches of color, orange and purple and golden. Below, the canyon was shut in. There was no view. The walls leaned together abruptly and the canyon ended in a chaos of rocks, moss-covered and hidden by a green screen of vines and creepers and boughs of trees. Up the canyon rose far fills and border of the sky, towered minarets of white, where the Sierra's eternal snows flashed austeraly the blazes of the sun.
3. In the morning he stole a march on the sun, for he had finished breakfast when its first rays caught him, and he was climbing the wall of the canyon where it crumbled away and gave footing. From the outlook at the top he found himself in the midst of loneliness. As far a he could see, chain after chain of mountains heaved themselves into his vision. To the east his eyes, leaping the miles between range and range and between many ranges, brought up at least against the white-peaked Sierras--the main crest, where the backbone of Western world reared itself against the sky. To the north and south he could see more distinctly the cross systems that broke through the main trend of the sea of mountains. To the west the ranges fell away, one behind the other, diminishing and fading into the gentle foothills that, in turn, descended into the great valley which he could not see.

# LEVEL ELEVEN

## WORDS-THE TOOLS FOR EFFECTIVE COMMUNICATION (THREE WEEKS)

A. Goals
  1. To develop an awareness of an interest in the historical development of language
  2. To teach the relationships among words, things, and future events; to make students aware of the directive purposes of language
  3. To distinguish the various levels of usage, appropriateness, and acceptability
  4. To encourage meticulous word choice; to stress shades of meaning; to encourage use of simple, direct language, and word economy
  5. To emphasize the importance of acquiring a large, useful vocabulary

B. Procedures
  1. For the most part, this unit involves in-class work. Discussion about how, why, and when language developed; words as symbols, and agreement in communication introduces the unit. Assignment of precis (see Activities)
  2. Activity sheets designed to introduce students to abstract and vague words, "snarl" and "purr" words, slanting, propaganda, quotation out of context, gobbledygook, euphemisms, wordiness, synonyms and shades of meaning, appropriateness and levels of usage, and cliches provide an inductive rather than lecture technique for acheiving the desired goals. Many of these exercises are found in Heath's ENGLISH IN ACTION, Course 3.
  3. Students learn the elements of good advertising by analyzing examples in class. Assignment of original ad(see Activities)
  4. Testing is a combination of essay and objective questions. The objective questions will be from different material but of the same nature as the activity sections. The essay questions will involve reflection upon language, the directive purposes of language change, language culture, the historical development of language. Students will be asked to relate what they have learned about language to their everyday experience.

C. Materials
  1. Activity sheets
  2. Library readings (one per student):
    a. Wallace L. Anderson and Norman C. Stageberg, INTRODUCTORY READING ON LANGUAGE (New York: Holt, Rinehart and Winston, Inc., 1962):
      1) The Nature of Language
      2) Words: Forms and Meanings
      3) Metaphor
      4) Semantics
    b. W. Ward Fearnside and William B. Holther, FALLACY: THE COUNTERFEIT OF ARGUMENT (Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1959):
      1) Unnecessary vagueness
      2) Over-precision
      3) Word magic
      4) Emotive language: "colored words"
    c. Kellogs W. Hunt and Paul Stoakes, OUR LIVING LANGUAGE (Boston: Houghton Mifflin Company, 1961)
      1) Aldous Huxley, "Words and Their Meanings"
      2) John K. Galbraith, "The Age of Wordfact"
      3) George Orwell, "Politics and the English Language"
      4) Monroe Beardsley, "On contexts and vagueness"
      5) H. L. Mencken, "Scented Words"
      6) "How to Say Nothing in Five Hundred Words"

D. Suggested Activities
  1. Students are given a list of recommended readings on language. They are to select one and write a precis of the article.
  2. After students have learned the elements of good advertising, they will be expected to point out these elements in ads brought from home. This will be done orally and individually.
  3. Students will be given a list of imaginary products from which they will choose one to design an original ad.
  4. From the introduction to the conclusion of the unit, students will contribute examples to a cumulative outline for a bulletin board display on communication in our world.
  5. In-class activity is primarily discussion based upon the activity sheets (dittoed) mentioned under Procedures.

E. Professional Readings and Aids for the Teacher
  1. J. C. Tressler, Henry I. Christ, and Anthony E. Terino, ENGLISH IN ACTION, Course 3 (Boston: D. C. Heath & Company, 1960).
  2. Porter G. Perrin and George H. Smith, THE PERRIN-SMITH HANDBOOK OF CURRENT ENGLISH (Chicago: Scott, Foresman & Company, 1962).
  3. Newman B. Birk and Genevieve B. Birk, UNDERSTANDING AND USING ENGLISH (New York: The Odyssey Press, 1951).
  4. William Morris, IT'S EASY TO INCREASE YOUR VOCABULARY ( New York: Harper & Brothers Publishers, 1957).
  5. Norman Lewis, THE COMPREHENSIVE WORD GUIDE (Garden City, New York: Doubleday & Company, Inc., 1958).
  6. Theodore M. Bernstein, WATCH YOUR LANGUAGE (Great Neck, New York: Channel Press, 1958).
  7. Edward Jones Kilduff, KNOWING AND USING WORDS (New York: Appleton-Century-Crofts,Inc.1948)
  8. Frieda Radke, WORD RESOURCES (New York: The Odyssey Press, Inc., 1961).
  9. S. I. Hayakawa, LANGUAGE IN THOUGHT AND ACTION (New York: Harcourt, Brace & World, Inc., 1949).

## LEVEL ELEVEN

## WRITING

### SUGGESTED LESSON PATTERN-RESEARCH PROJECTS

Purposes

1. To familiarize capable students with the latest American writers and their works
2. To familiarize students with sophistocated research methods
3. To allow each student an opportunity to thoroughly study a writer OF HIS CHOICE
4. To allow students an opportunity to make formal oral presentations

Steps

1. Have each student select a writer
   Some possible suggestions:
   - O'Henry
   - Ernest Hemingway
   - Katherine Ann Porter
   - Thomas Wolfe
   - John Steinbeck
   - Edna Ferber
   - James Thurber
   - Robert Frost
   - Thornton Wilder
   - Asimov
   - Ray Bradbury
   - William Faulkner
   - John Hersey
   - Gertrude Stein
   - Tennessee Williams
   - Arthur Miller
   - Alfred Hitchcock
   - E. E. Cummings
   - Sinclair Lewis
   - Truman Capote
   - J. D. Salinger
   - James Mitchner
   - Ruth Montgomery
   - Rod Sterling
   - Rod McKuen
   - Edward Albee
   - Gore Vidal
   - Heinlein
   - Carl Sandburg
   - Ogden Nash
   - Jesse Stuart
   - Robert Penn Warren
   - James Weldon Johnson
   - Tom Dooley
   - Upton Sinclair
   - John Updike
   - Charles Shultz
   - Bob Dylan
2. Reacquaint students with our library:
   a. Provide maps.
   b. Have a librarian speak to the class.
3. Set a time schedule for presentations.
4. Go through the steps of research. Use an appropriate chapter from any current text book on composition.
5. Familiarize students with the criteria by which they will be evaluated:
   a. Preparation
      Grade will be based on accuracy and promptness in fulfilling the research assignments.
   b. Presentation
      Grade will be based on:
      1) Clarity in providing an accurate representation of a selected author's style
      2) Completeness of biographical information
      3) Originality of presentation methods
      4) Interpretation of the author's work
      5) Thoroughness in relating the writer with his work
      6) Organization of all materials
      7) State presence
6. Check the various steps with individual students. A chart may be used to evaluate work done on:
   a. Reference cards
   b. Note cards
   c. Final outline
   d. Final bibliography
7. Oral presentation (25 to 50 minutes)
8. Have each student submit 10 or more good questions over his presentation.
9. Give the entire class a test at the end of each week over material covered during the week.

## LEVEL ELEVEN
## LESSON PATTERN

## THE CRUCIBLE
Arthur Miller

A. Goals and Objectives

1. To teach an American play which portrays the Puritan code of life
2. To teach the techniques of analyzing a play and a piece of drama
3. To analyze the development of effects of mass hysteria
4. To analyze the play as a piece of modern tragedy
5. To teach the difference between fact and fiction and the use of resource material
6. To analyze the modern implications in the play

B. Procedures

1. Study guide for use in discussing the play
2. Vocabulary skills development
3. Filmstrip and discussion of foreshadowing and symbolism
4. Brief lectures and discussion on:
   - a. Historical accuracy
   - b. Arthur Miller
   - c. Theme and the meaning of "Crucible"
   - d. The devil and witchcraft--relate to Puritan beliefs
   - e. Social drama
   - f. Characterization
   - g. Freedom and mass hysteria
   - h. Personal guilt, morality, land lust, hatred
5. Reading or acting of Act III and IV of THE CRUCIBLE
6. Help students in preparing and presenting an original project.
7. Recommended for group 1:
   - a. A study of Richard Watt's criticisms of the play and its appropriateness (found in a preface of Bantam Book edition of THE CRUCIBLE)
   - b. A study and comparison of tragedy from the Greeks, Aristotle's POETICS, through the middle ages to Miller's TRAGEDY AND THE COMMON MAN

C. Suggested Activities used in Helping Students Prepare Projects

1. Panel discussions on:
   - a. McCartheism
   - b. Witchcraft (New England and Modern Day)
   - c. Puritanism and Calvanism
   - d. Mass hysteria
2. Oral reports on one of Miller's plays
3. Art work:
   - a. Character drawings
   - b. Maps of Salem, 1692 and today
   - c. Draw a series of pictures illustrating scenes in the play
4. Construction of a scene
5. Compose a folk song following the theme of THE CRUCIBLE to be presented before the class.
6. Write a short story with Puritans as characters, or one with the theme of mass hysteria.
7. Compose a series of poems in connection with the play.
8. Compare and contrast THE SCARLET LETTER or DAYS OF SHAME with THE CRUCIBLE.

D. Materials

1. Books:
   - a. Miller, Arthur, THE CRUCIBLE, ALL MY SONS, DEATH OF A SALESMAN, ENEMY OF THE PEOPLE, A VIEW FROM THE BRIDGE, INCIDENT AT VICHY, A MEMORY OF TWO MONDAYS
   - b. Miller, Arthur, "Tragedy and the Common Man", New York Times (Feb. 27, 1949), Sec. 2, pp. 1,3
   - c. Driver, Tom F., "Strength and Weaknesses in Arthur Miller", TULANE DRAMA REVIEW, IV (May, 1960), 45-52
   - d. Butcher, S. H., ARISTOTLE'S THEORY OF POETRY AND FINE ART (1923), Macmillan and Co.
   - e. THE CRUCIBLE, Monarch Notes
   - f. Nizer, Louis, THE JURY RETURNS
   - g. Aristotle, POETICS
2. Records:
   - a. Miller, Arthur, THE CRUCIBLE
   - b. THE HOUSE COMMITTEE ON UN-AMERICAN ACTIVITIES, Folkways Records, Album #FD5530
3. Filmstrips
4. Library materials

# LEVEL TWELVE

## READING

### READING ESSAYS AND WRITING PRECIS (TWO WEEKS)

A. Objectives

1. Understanding and appreciation of essay as a literary form
2. Increased skill in writing of essays
3. Improved ability in critical reading
4. Increased skills in concise, accurate writing, via the precis

B. Suggested Activities

1. Read and discuss examples of formal and informal essays.
2. Select examples from newspapers to present to class (modern, journalistic essays, such as editorials, human interest columns, political columns, etc.).
3. Write essays.
4. Study the steps involved in precis writing.
5. "Trial-run" on precis-writing: students attempt it and compare theirs with a good precis of same material. NO GRADE to be given.
6. Write precis for evaluation.

C. Suggested Materials

1. Selected essays from Scott, Foresman, ENGLAND IN LITERATURE to show the difference between formal and informal essays:
    a. Lambs "Dream Children"
    b. Bacon's "Of Studies"
2. For introduction to precis-writing:
    a. GUIDE TO MODERN ENGLISH
    b. Scott, Foresman, ENGLAND IN LITERATURE--"Party Patches" (from Spectator)
3. For both study as essay and material for precis-writing (all in Scott, Foresman):
    a. Huxley's "Time and the Machine"
    b. Taynbee's "Can We Live in Peace"
    c. Snow's "The Rich and the Poor"
4. Newspaper article that can be studied as essays

D. Daily sequence of lessons--general outlines

1. First day (Dream Children" having been assigned for outside reading):
    a. Discuss "Dream Children" as to content.
    b. Explain the informal essay as a type of literature and show how this one fits definition.
    c. Have students read Bacon's "Of Studies". Through student observation, try to point out how this is more formal than "Dream Children".
    d. To summarize, list on board general characteristics of formal and informal essays.
    e. Assign "Party Patches" to read for next day.
2. Second day:
    a. Clear up any problems connected with understanding of "Party Patches" (will probably involve explaining, SPECTATOR).
    b. Discuss how it fits some characteristics of both formal and informal essays. Classify it esentially as a journalistic essay.
    c. Go over lesson on precis-writing in GUIDE TO MODERN ENGLISH very carefully, explaining all the steps.
    d. Assign "Party Patches" for first attempt at precis-writing.
3. Third day:
    a. List on board as class decides on them (with guidance) the main ideas in "Party Patches":
        1) English women have recently been patching their faces on different sides to denote political partisanship.
        2) This practice aggravates hatred and animosity among men, and detracts from the femininity of women.
        3) Women should confine themselves to their proper province, the home and family.
        4) If women are ever to show public partisanship, it should be only to defend faith, liberty, or country.
    b. Show how these main ideas must be related to each other in order to write a precis to relate the author's meaning. Try to get students to decide which sentences could be effectively combined to show proper relationships. Write on board their final decisions as to best way to write the precis. It might be something like this:
        The recent practice English women have adopted of patching their faces to indicate political partisanship is deplorable because it aggravates hatreds and anomosities among men, and detracts from the femininity of women. Women should confine their interests to the home and family, and only venture into public partisanship when defending their faith, liberty, or country.
    c. Have students compare their precis with class model and put them in their folders (folders in which all material written for class is kept). Do not evaluate these.

    d. For further practice, now that they have seen their own weaknesses, assign Exercise 6 in GUIDE TO MODERN ENGLISH section on precis. Have students choose one selection to write a precis for next day.

4. Fourth day:
    a. Give out dittoed precis of all the selections in Exercise 6 for the students to compare theirs with.
    b. Have them write a critique of their precis; add the precis and critique to folder.
    c. Assign and allow some class time for reading "Time and the Machine".
5. Fifth day:
    a. Discuss "Time and the Machine" as to content, style, type of essay.
    b. Have students follow same procedure as with "Party Patches". (List main ideas on board; turn into precis) Students should make a copy of this to add to folders.
    c. Assign "Can We Live in Peace?" to read. Advise students that they will write a precis on their own in class next day.
6. Sixth day:
    a. Steps in writing precis in class (write these on board):
        1) Re-read essay very carefully (take notes, perhaps, and look up new words).
        2) List main ideas.
        3) Write the precis on "Can We Live in Peace?"; be sure to show relationships between main ideas.
    b. Assign for reading "The Rich and the Poor".
7. Seventh day:
    a. Return precis of "Can We Live in Peace?" and discuss strong and weak points.
    b. Discuss "The Rich and The Poor" as to content, style, vocabulary, type of essay.
    c. Begin work on precis on "The Rich and The Poor". Should be ready to hand in the next day.
8. Eighth day:
    a. Collect precis.
    b. Review all steps in writing precis.
    c. Review informal, formal, journalistic essays.
    d. Assign formal essay based on Lesson Five in composition suggestion section in Scott, Foresman (p. 774). Class time next day to be devoted to it so help can be given.
9. Ninth day:
    Writing in class--final paper due next day
10. Tenth day:
    a. Collect papers.
    b. Give test over unit in form of short essay to study and write precis (perhaps "The Method of Scientific Investigation" Scott, Foresman).

## LEVEL TWELVE

## READING-POETRY

A. Purpose

1. To encourage the reading and enjoyment of poetry through study of an individual poet
2. To help the student understand and interpret the fundamental poetic elements used by a poet
3. To reacquaint the seniors with the library facilities
4. To provide background material for a critical essay on a poem

B. Motivation

1. Attempt to change negative attitudes about poetry:
    a. Try to get the student to look at poetry with a fresh view point: to realize that poetry is a very personal affair and that it is to be enjoyed.
    b. Stress the themes of love, adventure, emotional experience. The initial feeling of excitement of the teacher is extremely important for the success of the assignment.
2. Prepare a study guide to help the student analyze the meaning of poetry. (see below for details):
    a. Go over the study guide with the student. Explain that being able to recognize the devices poets use will help the student understand the meaning of the poem.
    b. Point out and give examples of how the poet's life, background, and times he lived in reflect and influence his ideas.

C. Procedure

1. Choose several poems for study from the class anthology:
    a. Concentrate on a few poems. It is worth more to the student to really read and understand one poem than to attempt to analyze many.
    b. The teacher MUST convey excitement and enthusiasm so pick the poems THE TEACHER likes best and understands.
2. Read the poem aloud and analyze the meaning following the study guide:
    a. Identify and discuss the fundamental poetic elements used by the poet such as verse form, devices of sound, figures of speech, and meter.
    b. Stress that the mood or tone of the poem is the attitude the speaker in the poem wishes his reader to take, and that he expresses this mood by his treatment of the subject. Detail the innumerable shades of tone: humorous, ironic, mediatative.
    c. Discuss the theme of the poem: explain and illustrate denotation and connotation.
3. Reread the poem--using records or tapes, if available.
    Identify and discuss the fundamental poetic elements used by the poet such as verse form, devices of sound, figures of speech, and meter.

D. Suggested Activities

1. Have the student select one poet he is interested in or would like to know more about. He can use the class anthology for ideas. At this point, the student should be given an opportunity to visit the library for further investigation on his own.
2. Investigate the background of the poet, his life, and the time in which he lived. The report should be concerned with the poet's life and background only as it influences the ideas expressed in his writing.
3. Have the student read as much of the poet's work as possible, and then pick out the poem that appeals to him the most. Analyze the meaning of this particular poem, using the information from class discussion and the study guide.
4. The report may be written or oral. Oral reports encourage the reading aloud of poems and the use of tapes and recordings.
5. FOLLOW-UP ACTIVITY: This assignment provides excellent background material for writing a critical essay on a poem.

E. Materials

1. Any of the English IV literature anthologies
2. Poetry anthologies, biographies, background materials, and critical essays from the library
3. Records and tapes (to increase enjoyment of rhythm and sound)
4. Study guide on the fundamentals of poetry to include explanations and samples of the following
    a. Verse forms: rhymed, blank, and free
    b. Devices of sound: rhyme (internal and end), alliteration, onomatopoeia, assonance, consonance refrain, repetition
    c. Figures of speech: simile, metaphor, personification, hyperbole, antithesis, apostrophe, symbol
    d. Meter: types of metrical feet
    e. Stanza forms: basic stanza forms such as couplet, quatrains, etc.
    f. Mood or tone of the poem
    g. Theme: connotation and denotation

F. Professional Books

1. Adams, Hazard, THE CONTEXTS OF POETRY (Little).
2. Brooks, Cleanth and Warren, UNDERSTANDING POETRY (Holt).
3. Ciardi, John, HOW DOES A POEM MEAN? (Houghton).
4. Drew, Elizabeth, POETRY, A MODERN GUIDE TO ITS UNDERSTANDING AND ENJOYMENT (Norton).
5. Drew, Elizabeth and George Connor, DISCOVERING MODERN POETRY (Holt).
6. Wycoff, George S., "Twenty-four Suggestions for How to Read and Understand a Poem." THE ENGLISH JOURNAL. March 1963.

# LEVEL TWELVE

## THE CRITICAL PAPER

A. Purpose
1. Sharpen the student's critical tools
2. Strengthen his abilities to explicate in the essay
3. Teach the student to arrive at a tenable value judgment of a literary selection
4. Encourage the student to channel both his creative and critical energies in a given direction.

   Note: A minimum of five ctirical papers per semester should be required.

B. Materials

The preferred selection of materials for analysis is the short poem. This is recommended because:
1. Its structure is well-suited for an examination of its totality (at this level the student must become aware that in literature, the whole is greater than the sum of its parts).
2. Its subject matter requires the student to deal with the figurative and the symbolic (two troublesome and often neglected areas in reading comprehension).

   While the short poem is an excellent selection for critical analysis, television programs, films and musical selections also serve as interesting materials for analysis. Since ours is an electronic age, and since students are constantly bombarded with television programs, movies and songs, the critical paper provides a good opportunity for the student to become a discriminating consumer by evaluating the formidable amount of media he encounters. In the last analysis, however, materials must be carefully chosen with attention to the dramatic impact and emotional appeal of the work as opposed to the contemplative piece.

   Such secondary and supplementary materials as the SRA unit on the critical paper, critical articles from TIME, NEWSWEEK, SATURDAY REVIEW, etc., Warriner's MODELS OF COMPOSITION (which contains two excellent examples of critical writing on Robert Frost and the play MACBETH) and Chapter 5 of MODERN COMPOSITION should provide a wide variety of activities.

C. Motivation

Motivation of the student involves two closely supervised discussions accompanied by supplementary materials. For example, Leo Tolstoy's concise and definitive essay "What is Art?"
1. A discussion of the value of objective criticism to the individual in organized society
2. A discussion of precisely what constitutes aesthetic value

   Note: The student must be given at least a rudimentary awareness of (a) the PURPOSE of criticism, (b) the BASIS for criticism, and (c) the limited value of SUBJECTIVE commentaries.

D. Procedure

The teacher may proceed in the following manner:
1. Introduce the author:
   a. Give him some identity in terms of literary history.
   b. Mention any significant social forces which may have influenced his work.
   c. Read two or three selections comparable to the one under consideration by that author.
2. Introduce the work for analysis:
   a. Read it aloud twice emphasizing its sound effects.
   b. Clarify any special problems in diction or structure.
   c. Entertain any questions arising at this time or at least provide the formulas for solution.
3. Make the assignment:
   a. Give the students a topic. (Some students will feel as if they've been washed overboard and abandoned and will cling to this as if it were a life raft; for others this will provide a definite direction for their effects.)
   b. Make the topic specific enough to avoid floundering and general enough to allow for a variety of responses (for example, "How does the imagery underscore the central meaning of this poem?").
   c. Leave no doubt in the student's mind as to what is expected of him.
4. Stress the writer's major concerns in successful exposition. (If these are concise the student may bear them in mind while preceding.):
   a. Select a single controlling idea about which subordinate ideas are grouped and by which the subject matter is limited and defined.
   b. Use CONCRETE DETAILS. Avoid vague references and indefinite pronouns. Illustrations, analogies, and literary allusions are concrete techniques. Give necessary attention to specific details.
   c. Establish some OVERALL WRITING PLANS. It is necessary to have some plan of development which is comprehensive and logical. Know where you're going!
5. Remind the class of their major weaknesses on the previous critical essay assignment. These might be:
   a. Over attention to the dynamics of poetry rather than the end result of those dynamics
   b. Use of unproved assertions and the failure to use supporting evidence
   c. The incoherence which results from the lack of paragraph transitions

E. Follow-up

It is important that the project not be allowed to wither and die at this point. Learning may be re-inforced in the following ways:
1. Discuss the work's salient values on the date the assignment is due.
2. Read two or three of the most successful essays and ask the class what contributes to their success. Put one on overhead projector.
3. Remind the students of their major weaknesses for the next critical essay. (It may be worthwhile to remind them of their strengths as well.)
4. Draw upon this unit as if it were an integral part of the stock of common experiences which the class shares together.
5. Individual writing conferences, of course, are most effective.
6. Tape recorders may be used to record teacher's comments on analysis of their papers.

## LEVEL TWELVE

## WRITING

A. Goal--Improvement in Written Expression

B. Procedures

1. Read and discuss outstanding essays by able authors:
   a. To become aware of differences in style of writing
   b. To study techniques which are used by successful authors

C. Suggested Reading

(Inclusion or exclusion of any of these selections is left to the discretion of the teacher. Group level of class will affect choice)
"The Education of Women"-Daniel Defoe-ENGLAND IN LITERATURE
"The Education of a Gentleman"-Lord Chesterfield-ENGLAND IN LITERATURE
"Of Studies"-Francis Bacon-ADVENTURES IN ENGLISH LITERATURE
"The Educated Man"-John Henry Newman-ADVENTURES IN ENGLISH LITERATURE
"A Liberal Education"-Thomas Henry Huxley-ADVENTURES IN ENGLISH LITERATURE
"I Become a Student"-Lincoln Steffens-ADVANCED COMPOSITION-A BOOK OF MODELS FOR WRITING
Essays of various literature periods are suggested. Light personal essays are included as well as serious and more formal essays. Essays which are completely expository, essays which include narration and essays which include descriptive material are all included. These variations are pointed out as the material is discussed and analyzed.
The readings are from the text available to students. Students are encouraged to use THE READERS' GUIDE to find the latest articles in current periodicals.

D. Procedures (continued)

2. After several essays have been studied and analyzed, students suggest titles for essays to be written in class. Have several students write their lists on the board. The class will discuss the wording of titles and the appropriateness of the suggestions.
3. Students write compositions following the steps which will be given below:
   a. Step 1. Each student chooses a title for an essay to be written in class.
   b. Step 2. After choice of title, the student assembles material relating to his topic. This step is a listing of ideas by each student just as the ideas occur to the student. After the list is completed, the ideas are evaluated. A student may wish to eliminate some items which seem to be unrelated to the subject or which, if included, would make the essay too long.
   c. Step 3. After eliminating items which he will not use, the student begins an outline. At the senior level, students should be using topic outlines. The use of the topic outlines gives practice in the use of parallel form as well as practice in an economical use of words. Correct use of numerals and letters in the outline form should be required. Students should learn to make adequate but concise outlines. Students should learn to avoid lengthy, detailed outlines.
   While the students are completing these steps, the instructor assists each individual with his work at his seat when the student needs help. At the end of each period, all papers are collected. The teacher checks these papers before returning them the following day. On the papers, the instructor marks errors to be corrected and makes suggestions for improvement. The teacher notes also on the students' papers the need of conferences. After returning the outlines, the teacher frequently needs to review with the class:
      1) The purpose of an introduction
      2) Elements of paragraphing
      3) Transitional devices
      4) The purpose of the conclusion

d. Step 4. With the outline before him, the student writes the first draft of his essay including an introduction and a conclusion. At all times, the student is striving for correctness of expression while he develops his own ideas. The teacher, at all times, is assisting each student. He refers students to dictionaries for checking appropriateness of choice of words and for checking of spelling; teachers refer students to handbooks for examples of parallel structure and subordination. If necessary, the instructor provides these examples to suit the situation. The instructor points out cases of incorrect reference and lack of agreement while the student is working on his rough draft. The student can work these problems out before writing his final draft.

e. Step 5. The student reads the first draft of his essay carefully as he begins his revision. He may still:
1) Eliminate or add ideas or
2) Change order of ideas if advisable. (If the student decides that his organization is poor, he may yet change his outline.)

He should:
3) Revise sentences if structure is poor.

He should make:
4) A final check of spelling
5) A final check of punctuation

f. Step 6. After making a careful revision, the student copies the composition in manuscript form using one side of each page of notebook paper. A careful reading of the final draft is a good precaution against leaving out words or parts of sentences. The last reading also provides a final opportunity to check for mechanical errors.

Every theme that a student writes is important. Each theme requires careful preparation. The atmosphere of the classroom should be conducive to careful and thoughtful work. An attitude of helpfulness and patience should prevail. Approval of accomplishment should be stressed. Nagging criticism and disapproval are unnecessary.

## LEVEL SEVEN

## SPEECH-MECHANICS OF SPEECH

A. Goals

1. To make student aware of steps necessary for a speech to be effective
2. To make student aware of differences in various audiences
3. To discuss proper techniques of research
4. To stress organization of thought before speaking
5. To encourage proper rehearsal of a presentation

B. Activities

1. Introduce importance of proper preparation:
   - a. Make presentation more effective.
   - b. Make most effective use of time.
   - c. Allow for use of most appropriate information and materials.
   - d. Result in better understanding by audience.
2. Discussion of basic steps:
   - a. Audience evaluation:
     - 1) Interests
     - 2) Age level
     - 3) Educational background
     - 4) Size of group
     - 5) Sex (mainly male or female group)
     - 6) Physical facilities:
       - a) Size and acoustics of room
       - b) Time of day
       - c) Surroundings
       - d) Lighting and audio visual equipment available
   - b. Research:
     - 1) Sources:
       - a) Encyclopedia (seldom enough by itself)
       - b) Books
       - c) The media (television, radio, newspapers, magazines)
       - d) People
       - e) Personal experience
     - 2) Select information
     - 3) Take notes

c. Organization:
    1) Arrange notes in sections.
    2) Prepare first draft outline.
    3) Compare information with outline.
    4) Revise outline as needed.
    5) Prepare good first sentence.
    6) Try several ways to express each idea--DO NOT WRITE THE SPEECH.
d. Rehearsal:
    1) Become thoroughly familiar with material.
    2) Practice the speech (out loud):
        a) In front of the mirror--watch for mannerisms.
        b) Give to friend or relative--ask for advice.
    3) Make any changes deemed necessary.

## LEVEL EIGHT

## SPEECH

Lesson Pattern-Broadcasting (This objective is optional for Speech-Level Eight)

A. Goals

1. To make students aware of unique characteristics of broadcast speaking or "announcing"
2. To discuss various types of styles and programming
3. To stress effect of broadcast media on society
4. To discuss "behind-the-scenes" activities at radio and television stations
5. To develop skills in announcing
6. To teach proper use of microphone and public address facilities
7. To develop skill in careful timing of presentations

B. Suggested Activities

1. Discuss uniqueness of broadcast speaking:
    a. Must be as brief as possible
    b. Exact timing is required.
    c. Script is usually used.
    d. Entirely audible (radio)
2. Broadcasting background:
    a. VERY BRIEF history of radio and television
    b. Physical set-up of radio and television station:
        1) Equipment used
        2) Characteristics of equipment:
            a) How it simplifies or complicates announcers job
            b) Things you can and can't do
        3) Tasks performed by different members of staff
        4) Economic considerations and their effect on programming
    c. Programming:
        1) Types or categories:
            a) Entertainment:
                1. Music
                2. Comedy
                3. Drama
            b) News
            c) Sports
            d) Talk (audience participation)
            e) Educational
            f) Religious
            g) Public service
            h) Commercials
        2) Factors affecting programming decisions:
            a) Size of audience (rating)
            b) Type of community
            c) Size of area covered (signal strength)
            d) Competition (other advertising media in areas)
            e) Sponsors

- 3. Preparing the script:
    - a. Why script is needed:
        - 1) Must be accurate (danger of slander, etc.)
        - 2) Makes possible saying most in least time
        - 3) Enables more simple "split-second" timing
    - b. Format:
        - 1) Legibility is most important.
        - 2) Typed or printed
        - 3) Double spaced
        - 4) Write out small numbers and abbreviations.
        - 5) Use one side of paper only.
    - c. Style:
        - 1) Write "orally"--to sound like talking.
        - 2) Avoid trite expressions
        - 3) Make it easy to read:
            - a) "100 dollars" instead of "100"
            - b) Use phonetic spelling when needed-"Alexei Kosygin (UH 'LEX EE KOH 'SEE GAN)"
            - c) Minimize difficult combinations of sounds (tongue-twisters).
        - 4) Make it easy for the listener to understand:
            - a) Keep language simple--avoid large words when small ones will suffice.
            - b) Keep sentences short.
            - c) Round off large numbers--"almost 50 thousand" instead of "48,794".
    - d. Timing:
        - 1) Keep items short to facilitate editing.
        - 2) Rule of thumb--15 typed lines per minute
        - 3) Make timing notes in margin--check during performance.
        - 4) Always have more than you think you'll need.
- 4. Recording the "broadcast":
    - a. Voice:
        - 1) Be enthusiastic.
        - 2) Be pleasant.
        - 3) Use variety of rate and tone.
        - 4) Avoid voice patterns.
        - 5) Use proper volume.
    - b. Mechanics:
        - 1) Be aware of time.
        - 2) Keep proper distance from microphone.
        - 3) Avoid distracting noises:
            - a) Paper rustling
            - b) Breathing into mike
            - c) Hitting mike, stand, or table
            - d) Squirming in chair
        - 4) Listen to the tape.
        - 5) Criticize the performance:
            - a) Performer criticizes first.
            - b) Reply portion of tape if needed.
        - 6) Emphasize that proficiency requires extensive practice.

## C. Materials

1. Examples of broadcast copy
2. Recordings of radio and television broadcasts
3. Audio and video tape recording systems
4. Screen (to block "announcer" form view of class)
5. Slide and tape presentation--"A DeeJay"--produced at Hazelwood Junior High, 1966

## LEVEL EIGHT

## CONVERSATIONAL SPANISH

A. Objectives

1. To recall (by use of the review sentences) material learned the previous year
2. To review (since this is the first unit studied after a lapse of a year) the individual student's remembrance of pronunciation, intonation, expression, etc.
3. To introduce through the new sentences, additional vocabulary and expressions and new situations, such as conversations concerning friends and acquaintances
4. To demonstrate through the pattern practices new grammar patterns in this particular unit, the agreement and position of Spanish adjectives in relation to the nouns they modify
5. To make use of the above objectives and perform them by reading the various conversations given below

B. Teaching Aids

Mimeographed copies of the unit for students
The entire unit is on tape and after sufficient exercises in class the students repeat them with the tape

C. Evaluation

Checks are made on the individual student's progress in the following manner:
1. Oral memorization of the basic sentences
2. Ability to make the necessary changes in the pattern practices
3. Pronunciation and comprehension of the conversations
4. A unit test (partially on tape) to determine what the student has learned from the unit

Review Sentences

1. Perdóname, tengo que irme.
2. Entonces, hasta luego.
3. Recuerdos a todos.
4. La familia ¿está bien?
5. Sí, señor, bastante bien.
6. ¿Cómo están Sara y Jorge?
7. Jorge esta bien, pero Sara tiene catarro.
8. ¡ Qué lástima! Lo siento.
9. Ojalá que se mijore pronto.
10. Está mucho mejor.
11. Me alegro.

New sentences

1. ¿Cómo es María?
2. No es una Chica muy bonita.
3. Pero es muy simpatica.
4. Y además, es graciosa.
5. Es un b[illegible]n chico.
6. Es alegre y divertido.
7. Pero no es muy listo.
8. Pero todos dicen que no son muy divertidas.
9. Pero Juan dice que no son muy listos.
10. Mira, ahí vienen la señorita García y Pepe González.
11. Ella no es bonita.
12. Pero él es muy bien parecido.

Pattern A

Anita no es una chica muy--

- bonita
graciosa.
simpatica.
linda (pretty)
lista (smart
divertida.

Pattern B.

Juan es un chico muy

simpatico.
listo.
alegre.
divertido.
gracioso.
bueno.

Pattern C

Diego
Eduardo
Ricardo

Adela
Dora
Adriana

as ______

un chico muy gracioso.

una chica muy graciosa.

Pattern D

| | | |
|---|---|---|
| Diego y Eduardo<br>Diego y Adela<br>Eduardo y Dora | son muy | Simpaticos. |
| Dora y Adela<br>Adriana y Maria<br>Silvia y Dora | | Simpaticas |

Pattern E

| | |
|---|---|
| Adriana y Dora<br>son dos muchachas. | simpaticas.<br>bonitas.<br>listas<br>lindas.<br>graciosas.<br>divertidas. |

Pattern F

| | |
|---|---|
| Diego y Eduardo son<br>dos muchachos -- | simpaticos.<br>buenos.<br>listos.<br>graciosas.<br>divertidos.<br>bien parecidos. |

Scene 1

| | |
|---|---|
| Dora | -Mira, alli esta Adela. |
| Adriana | - Y la muchacha que esta con ella? |
| Dora | -Es Anita Estrada. |
| Victoria | - Y el muchacho? |
| Dora | -Es Ricardo, el hermano de Anita. |
| Adriana | -No conazco a Anita. Como es? |
| Dora | -Adela dice que es muy simpatica y ademas es muy graciosa. Es linda, verdad? |
| Adriana | -Ella, no pero Ricardo es bien parecido. |
| Dora | - Bien parecido? No. Pero dicen que es muy listo. |

Scene 2

| | |
|---|---|
| Sra. Medina | - Quien es la chica que esta con Adela? |
| Sra. Davila | - No se, pero creo que es una prima de ella, - una de los Estrada. |
| Sra. Medina | - Y el muchacho? Quienaes? |
| Sra. Davila | - Un primo, creo Ahi viene Victoria . . . . . Victoria! |
| Victoria | - Dora dice que es Anita Estrada. |
| Sra. Medina | - Es muy linda. |
| Sra. Davila | - Linda? No, noes linda. |
| Victoria | - Pero todos dicen que es gradiosa. |
| Dora | - Y Adela dice que is muy simpatica. |

Scene 3

| | |
|---|---|
| Adriana | - Quien conoce a Ricardo Estrada? |
| Diego | - Yo lo conozco, pero no muy bien, Julian, tu lo conoces, verdad? |
| Julian | - No, yo no, Pero dicen que es alegre y divertido. |
| Eduardo | - Ricardo? Alegre y divertido? |
| Julian | - Asi dicen Asi dicen. |
| Eduardo | - Es listo, si, pero alegre y divertido? no. |
| Dora | - Bueno, bueno, muchachos Creo que es muy bien parecido. |
| Diego | - No, no es bien parecido, pero es un chico muy bueno. |

Scene 4

| | |
|---|---|
| Dora | - Dime, quienes vienen? |
| Adriana | - Muchos. Diego, Tomas |
| Dora | - Y Paco? |
| Adriana | - No. Paco no viene. Dicen que tiene catarro. |

Dora - Lo siento. Es una lastima, verdad? Es un chico listo Y bien parecido Quiened mas vienen?
Adriana - Adela
Dora - Y Anita y Ricardo? No vienen ellos?
Adriana - Pero, Dora, yo no las conazco.
Dora - Si, pero Adela los conoce. Son amigos. Por que no vienen con ella?
Adriana - i Ah, Dorita, i que lista eres! Sabes el telifono de Adela?

## SPANISH I

## LESSON PATTERN

This lesson pattern is based upon Unit 17 from the text ENTENDER y HABLAR (Copyright 1961, by Holt, Rinehard and Winston, Inc.) It is a sample of an actual lesson plan used during the school year. Those familiar with this text may notice that the Unit has been reorganized so that material pertinent to a section of Basic Dialogue Sentences can be taught on the same day as the dialogue. This system allows for diversity in teaching. If the material is taught in sequential order it will result in boredom for the teacher as well as the student.

Before planning a Unit of this type special attention should be given to such factors as the availability of the language laboratory. Under most circumstances, a unit must be planned around the availability of laboratory facilities.

The lesson does not include specific directions as to "how to teach" the material. The teacher's manual will serve as an excellent guide for such information.

Suggested time: Ten class periods

**Lesson I**

Basic Dialogue Sentences 1-7
Question-Answer 1
Pattern Drill 1
Discussion of the importance of this Unit

Assignment - In class, make a copy of lesson one and memorize it this evening for tomorrow's class

Materials
1. Flashcards
2. Tape recorder and tapes
3. The English equivalent of the dialogue on poster board or the chalk board.

**Lesson II**

Review of Lesson I
New material
    Basic Dialogue Sentences 8-14
    Question-Answer 2, 3 and 6
    Pattern Drills 3, 4, 5, 6 and 8

Assignment - In class, make a copy of the new material in Lesson II and memorize it this evening for tomorrow's class. Also review Lesson I

Materials
1. Flashcards
2. Tape recorder and tapes
3. The English equivalent of the dialogue on poster board or the chalk board.

**Lesson III**

Review of Lessons I and II
Conversations 1, 2 and 3
Group and individual recitation of Lessons I and II
Language laboratory recitation and practice

Assignment - Prepare conversations 1, 2 and 3 for oral recitation and Lessons I and II for dictation quiz

Materials
1. Flashcards
2. Tape recorder and tapes
3. The language laboratory

**Lesson IV**

Short dictation quiz
Recitation of conversations
New material
    Basic Dialogue Sentences 15-20
    Questions - Answers 4, 5, 8, 9, 10
    Pattern Drills 2, 7, 9, 10

Assignment - In class, make a copy of the new material and memorize it this evening for tomorrow's class.

Materials
1. Flashcards
2. Tape recorder and tapes
3. The English equivalent of the dialogue on poster board or the chalk board

Lesson V

Review of Lessons I, II, and especially IV. New material - conversations 4 and 5 Review of pattern drills

Assignment - Prepare conversations 1 through 5 for oral recitation. Prepare for a quiz over all pattern drills.

Materials
1. Flashcards
2. Tape recorder and tapes

Lesson VI

Quiz over Pattern Drills
New Material - Conversations 6, 7, and 8. Topic for Report Number One should be used as demonstration topic in class. Oral recitation of conversations 1 through 5. Conversations should be played on the recorder before recitation.

Assignment: Prepare conversations 6, 7, and 8 for recitation and review the form for writing topics for report.

Materials
1. Tape recorder and tapes
2. The chalk board

Lesson VII

Oral recitation of conversations 6, 7, and 8. Language laboratory review of all Basic Dialogue sentences and Questions and Answers Begin writing Topics for Reports 2 and 3.

Assignment - Write out topics for Reports 2 and 3.

Materials
1. Tape recorder and tapes
2. The language laboratory

Lesson VIII

Correct topics for Reports 2 and 3. New material - Topics for Reports 4 and 5 Write out the topics in class.

Assignment - Review Topics for Report 1 through 5 with particular emphasis on Topics 4 and 5. Review the entire unit. Prepare questions for a class review. The unit exam will be given the day after tomorrow.

Materials
1. The chalk board

Lesson IX

Review topics for reports 4 and 5
Review the entire unit.
Answer questions pertinent to the unit exam.

Assignment - Review the entire unit in preparation for the unit exam tomorrow.

Materials
1. The tape recorder and tapes
2. The English equivalent of the Basic Dialogue Sentences.

Lesson X

The Unit Exam: This exam should include testing of the oral, aural, reading, and writing skills. (Suggestion: Use the language laboratory to record the oral section of the exam. For example: Give the students a copy of the questions included in the Topics for Report and ask them to recite the answers to two Topics in paragraph form on the tape recorder.)

## SPANISH II

## LESSON PATTERN

This lesson pattern is based upon Unit 6 from the text HABLAR y LEER (Copyright 1962, by Holt, Rinehart and Winston, Inc.) It is a sample of an actual lesson plan used during the school year. The teacher's manual for this text is an excellent source of reference. However, suggested lesson plans in the manual are completely unrealistic. The following pattern is suggested for fifteen class periods. This may be a somewhat ambitious time period for the earlier units. It is meant merely as a reference from which you could seek advice on how to divide the material for daily work.

Suggested time: Fifteen class periods

Suggestions for presenting the CONVERSATIONS in the unit: Students should have been divided into groups of five or six. Each member of the group should have a specific assignment within one conversation.

For example: One member should be assigned to present the vocabulary to the class. Others can be assigned to present the conversation orally and so on. All members of the group should have prepared the answers to the questions for their assigned conversation. Members of other groups will be asked to answer orally the questions after the group has presented a conversation. Before and again after the student presentation, the native-speaking tape should be played for the entire class. (This also applies to the sections entitled SCENES AND REPORT).

Lesson I

1. Conversations I and II
2. Dictionary words (orgulloso, retrato), (gallo)
3. "Primer Repaso Oral": The personal "a"

Assignment - Learn the new vocabulary words and their Spanish definitions. Review conversations I and II and the "Primer Repaso Oral".

Lesson II

1. Language Laboratory practice of the "Primer Repaso Oral"
2. Presentation of Conversations III and IV
3. Presentation of new vocabulary (montar, saltar) (carrera)

Assignment - Learn the new vocabulary words and their Spanish definitions. Review conversations III and IV. Review vocabulary from conversations I and II

Lesson III

1. Presentation of Conversation V
2. Presentation of new vocabulary (alefarse, cartel, guapo)
3. Review of all vocabulary and conversations
4. Review of the "Primer Repaso Oral"

Assignment - Prepare for a quiz on the conversations, the new vocabulary and the "Primer Repaso Oral."

Lesson IV

1. Quiz covering the material mentioned in the assignment from Lesson III
2. Presentation of the "Segundo Repaso Oral"

Assignment - Study the "Segundo Repaso Oral."

Lesson V

1. Laboratory practice of the "Segundo Repaso Oral"
2. Presentation of the Imperfect Subjunctive

Assignment - Memorize the formation of the Imperfect Subjunctive. Translate the sentences on page 112.

Lesson VI

1. Correct the translation of the sentences on page 112.
2. Translate orally the sentences on page 113 under the title "Repaso del Imperfecto de Subjuntivo."
3. Answer questions related to the formation and use the Imperfect Subjunctive.

Assignment - Prepare for a quiz covering the Imperfect Subjunctive and the "Segundo Repaso Oral."

Lesson VII

1. Quiz covering the Imperfect Subjunctive and the "Segundo Repaso Oral"
2. Introduction of Scene I and presentation of vocabulary (cuidar, descanso, gripe)

Assignment - Prepare Scenes II and III for class discussion. Learn the new vocabulary from Scene I.

Lesson VIII

1. Presentation of vocabulary in Scenes II and III (aprobar, vecino, manzana)
2. Presentation of Scenes II and III
3. Dictation using display photographs

Assignment - Prepare Scenes IV and V for class discussion. Learn the new vocabulary from Scenes II and III.

### Lesson IX

1. Presentation of the vocabulary in Scenes IV and V (bromista, afortunadamente, apetito, camaron, postre)
2. Presentation of Scenes IV and V
3. Review vocabulary: Scenes I through V

Assignment - Prepare Scenes VI and VII for class discussion. Learn the new vocabulary from scenes IV and V.

### Lesson X

1. Presentation of vocabulary from Scenes VI and VII (anochecer, regreso, campeon, oponerse)
2. Presentation of Scenes VI and VII
3. Review of all vocabulary words

Assignment - Prepare for a vocabulary quiz covering all words from the Scenes.

### Lesson XI

1. Vocabulary quiz covering the words from all the Scenes
2. Viewing of the filmstrip on Venezuela

Assignment - Read lines 1-81 of the Report and be prepared to answer questions on the materials.

### Lesson XII

1. Presentation of the vocabulary words in the Report. All of the remaining vocabulary words from the Dictionary Page should be presented at this time.
2. Presentation of lines 1-81 of the Report

Assignment - Learn the new vocabulary words in the Report. Prepare lines 82-170 of the Report.

### Lesson XIII

1. Presentation of lines 82 and 170 of the Report
2. Review of all materials in the chapter in preparation for the unit exam. Announce the day of the exam.

Assignment - Review for the unit exam. Prepare in written form a short paragraph from exercise A, B, or C from the "Sobre Temas Especiales."

### Lesson XIV

1. Review for the unit exam
2. Correct and discuss examples from the "Sombre Temas Expeciales". These papers should be collected, corrected and returned to the students.

Assignment - Study for the unit exam.

### Lesson XV

The Unit Exam: This exam should include a test of all skills with an emphasis on vocabulary and the Imperfect Subjunctive and its use. Examples of the Imperfect Subjunctive should have been studied throughout the reading selections.

# FRENCH I

## LESSON PATTERN FOR ONE WEEK

**Monday**

Grammar Lesson
Introduce

1. Formation of past participles (er, -ir verbs)
2. Explain past indefinite tense
3. Uses of the past indefinite
4. Word order in compound tenses

A. The past participle (er, -ir)

1) The past participle of all regular -er verbs is composed of the STEM plus the ending -e
2) The past participle of all regular -ir verbs is composed of the STEM plus the ending -i

| Infinitive | Past participle | Meaning |
|---|---|---|
| donner | donne' | given |
| finir | fini | finished |

B. The past indefinite tense

1) The past indefinite tense, which corresponds to the English perfect tense or simple past tense, is composed of a past participle and, for most verbs, the present tense of AVOIR

Past indefinite of DONNER:
j'ai donne'  I gave, did give, have given
tu as donne'  etc.
il, elle d donne'
nous avons donne'
vous avez donne'
ils, elles ont donne'

Past indefinite of FINIR:
j'ai fini  I finished, did finish, have finished
tu as fini
il, elle a fini
nous avons fini
vous avez fini
ils, elles ont fini

2) The past participle of avoir is eu, of être is 'ete'
Therefore, the past indefinite tense of these verbs is as follows:
j'ai 'ete' -I was, have been

C. Use of the past indefinite tense:
The past indefinite tense is used, in informal or conversational style, to express or narrate a simple fact or occurrence in the past
Mme. Lepic a verse' le cafe' dans une tesse, Mrs. Lepic poured the coffee into the cup.
Est-ce que Marie a 'ete' ici? Has Marie been here?

D. Word order in compound tenses:
In compound tenses, such as the past indefinite, it is the auxiliary (usually AVOIR), not the entire verb form, which is made negative or interrogative. Personal pronoun objects precede the auxiliary.
La femme de chambre n'a pas apporte' notre cafe'. The maid has not brought our coffee.
Ne l'a-t-ette pas apporte'? Hasn't she brought it?
Ella ne l'a pas encore apporte'. She has not brought it yet.

Assignment - Change the tense of the verbs in the following sentences from present to past indefinite:

1. Le professeur parle aux 'eleves, les 'eleves ne parlent pas au professeur.
2. Le professeur parle francais, n'est-ce pas?
3. Charlotte dîne au restaurant avec une amie.
4. Les deux jeunes filles parlent francais au garcon.
5. Elles commandent leur diner.
6. Donnet-elles un pourboire au garcon.
7. Ne donnet-elles pas un pourboire au garcon?
8. Nous passons une semaine 'A Paris.
9. Nous visitons plusieurs museés.
10. Nous admirons la cathe'drale it les 'eglises.
11. Est-ce que vous êtes a' Paris?

**Tuesday**

1. Review grammar.
2. Go over exercises.
3. Assign quiz on Friday over grammar introduced this week.

**Wednesday**

Classwork on grammatical principles introduced on Monday - individual help for students.
Translate to French:

1. Did your friends spend a month in Paris?
2. No, they spent only a week in Paris.
3. When did they leave New York?
4. They left New York at the beginning of the month of May.
5. How did they cross the Atlantic Ocean?
6. They crossed it by plane.
7. Did they have an apartment in Paris?
8. Yes, Mr. Lebrun lent his apartment to my friends during his absence.
9. Is his apartment large or small?
10. It is small but pretty.
11. There are several cathedrals in Paris, aren't there?
12. No, there is only one cathedral, Notre-Dame de Paris.
13. Did your friends like Paris?
14. Very much!
15. Did they like the other cities of France?
16. They did not have time to visit them.
17. What! When did they leave Paris?
18. They left Paris at the end of a week.

**Thursday**

1. Go over classwork and discuss.
2. Give short pop quiz on material if time permits.

**Friday**

MAJOR QUIZ

NOTE: Texts, tapes, records, and workbooks are used mainly for conversational approach. Grammar is presented separately, but is applied to dialogues and conversations in text. Idiomatic expressions are especially stressed when working with text.

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